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ABSTRACT

Intending to offer an innovative approach to preservice training of school counselors, this training manual follows a developmental process which includes activities (primarily interaction exercises) whose purpose is to raise trainee awareness, challenge and revise trainee attitudes while encouraging understanding of the attitudes of adolescent girls towards vocational education, and encourage action by trainees while acquainting them with the present state and implications of vocational education opportunities for women. Designers of the manual have addressed the problem of low enrollment of women in vocational education by focussing on the secondary school counselor's role in guidance activity. They suggest that counselors should (1) prepare the way for an "identity crisis"; (2) not be "realistic" when counseling women, and (3) remove sources of sex-role stereotyping in schools. The manual provides an adaptable framework for the counselor educator to use in workshop or class format, with each activity described in detail, followed by relevant printed materials. A bibliography of additional resources appears at the end of each of the three sections headed Awareness, Attitudes, and Actions; audio-visual materials are listed, and an appendix gives suggested projects for providing a coordinated, supervised program for on-the-job use in primary, intermediate, or any grade levels. (CP)

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EXPANDING VOCATIONAL HORIZONS

A Training Manual for Pre-Service Counselors

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Bem, S.L. and Bem, D.J. Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work. Division of Pupil Personnel Services, Bureau of Instructional Support Services, Pennsylvania Department of Education, Third Printing, 1975.

"Cracking the Glass Slipper--A Guide to Ending Sex Bias in Your Schools." Copyright (c) 1978, published by PEER, Project Equal Education Rights--project of the NOW Legal Defense in Education Fund.

Davidson, S. The Myth of Happily Ever After. Reprinted by permission of Women's Day Magazine. Copyright (c) 1974 by CBS Publications, Inc.

Evan, Brenda B. When I Grow Up I'll be a Wife and Mother. Secondary Education Department, The University of Arizona, Tucson, Arizona; originally an oral presentation at a Career Education Workshop, University of Arizona, May 1977.

Mitchell, E. "What About Career Education for Girls." Educational Leadership, December 1972.

"Quotations, Statements and Data," Today's Changing Roles: An Approach to Non-Sexist Teaching, November 1973, pp. 86-88. N.F.I.E.

Register, C. "Joan and Paul" Sexism in Education (3rd ed.) Minneapolis, Minnesota: The Emma Willard Task Force on Education, 1973.

Ressler, R. "Suggested Projects for Providing a Coordinated Supervised Program. (Executive Director, Alabama Advisory Council in Vocational Education, Box 27, Auburn, AL 36830) Disseminated by Project EVE of Northwest Educational Cooperative, Arlington Heights, Illinois, Career Education: The New Frontier, 1973.

Acknowledgements

"Sexism in Language," Colloquy, November 1973, Volume 6, No. 9, pp. 22/23. Reprinted by permission of the National Foundation for the Improvement of Education.

YMCA, Los Angeles. When I Grow Up, I Want to be Married. 1972.

PREFACE

This training manual was an outgrowth of Project No. 5-77-C12, "Innovative Approaches to Increasing Pre-Service Counselor Understanding of Vocational Education Opportunities." Principal Investigator, Marianne H. Mitchell, Professor of Education, Indiana University and funded by the State Board of Vocational and Technical Education, June 1977.

Various educators have hypothesized that major deterrents to women seeking enrollment in vocational education programs are the attitudes and misunderstandings of secondary school counselors regarding women's opportunities in vocational education.

This program is intended to be an innovative approach toward the in-service and pre-service training of school counselors and is a developmental process which includes activities, primarily interaction exercises, whose purpose is to:

1. raise the awareness of the trainee,
2. revise the attitudes of the trainee, and
3. encourage action by the trainee.

We assume that the counselor educator will agree with us that it is not sufficient merely to inform class participants about the effects of sex-role conditioning, and limited and/or limiting vocational education/ career opportunities. What the trainee needs is a series of structured experiences which will re-educate and thereby restructure long established and unconscious attitudes and values.

Bem and Bem suggest that the guidance counselor should:

1. prepare the way for an "identity crisis"
2. when counseling women, not be "realistic"
3. remove sources of sex-role stereotyping in the school.[1]

---

[1] Bem, S.L. and Bem, D.J., The Social Antecedents of Women in the World of Work (Division of Pupil Personnel Services, Bureau of Instructional Support Services, Pennsylvania Department of Education, 1975).

To do this we would suggest that counselor educators can utilize this module as an opportunity to consider methods and experiences which can satisfy these three criteria.

By providing an adaptable framework for the counselor educator to use in workshop or class format, we have ensured flexibility which is characteristic of any good teaching program. However, each activity is described in detail and is immediately followed by relevant printed materials which can be xeroxed for the program. A bibliography of additional resources and research papers is listed at the end of each section.

Audio visual materials suitable for each section have also been listed, but not included in the program description. We recognize that there needs to be some flexibility with film materials and would suggest that the counselor educators themselves schedule the films where they feel they would be most appropriate. There is always the possibility of finding other films or using ones with which you are more familiar. An excellent idea would be to produce your own slide/sound presentation with the trainees as a semester project!

We hope this training module will inspire your trainees to take what seems improbable, have fun making it possible, and develop materials which will be invaluable to them and to the area of vocational education for young people in the foreseeable future.

OBJECTIVES

Part I: Awareness

--to enhance the awareness and challenge the attitudes held by the trainees..

Part II: Attitudes

--to help the trainees rediscover tneir adolescent attitudes toward vocational education.

--to encourage trainees to demonstrate an awareness and understanding of the attitudes of adolescent girls toward vocational education..

Part III: Action

--to acquaint the trainees with the present state of vocational education, as well as future trends.

--to assist the trainees in examining implications of vocational education for counseling..............................

Part I: AWARENESS

Objective

--to enhance the awareness and challenge the attitudes held by the trainees.

Content

The objective of Part I is to raise the awareness of the trainee to the past and present status of women and girls in the working world, and to explore the possible misconceptions and current attitudes that are common in this area.

Time Required

Approximately two hours of classtime, plus one and one half hours for take-home assignments.

Physical Setting and Materials

Large room with moveable tables and chairs to accommodate small groups of participants.

Activities

Total of eleven: 1-7 in class, 8-11 as home assignments.

	Activity	Time/minutes	Page
1.	Glass Slipper	6	I-2
2.	Occupations	5	I-4
3.	Famous Men	5	I-5
4.	Skilled Occupations	5	I-6
5.	Beliefs About Women Workers	10	I-7
6.	20 Questions on Women Workers	25	I-11
7.	Role Reversal	45	I-16
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ACTIVITY ONE

Glass Slipper (6 minutes)

a. Distribute the Work Sheet (for Activity One, page I-3) and give trainees time to read.

b. Suggest that the hand-out be re-read substituting the word "daughter" for "children."

c. Have trainees take approximately five minutes to discuss their reaction with their neighbors.

NOTES:

ACTIVITY ONE

Work Sheet

Americans care about their families. Our children are important to us.

We want our children to have a decent life and grow to be independent and responsible adults who will be able to provide both financial and emotional support for families of their own even after we are gone.

To accomplish this goal, we encourage and aid our children to secure the training and education which will enable them to get and hold a good job with a future to it. We hope our children will strive to move as far up the career ladder as ability will allow.

We do what we can to ensure that our children will aim high and dream the American dream of being all they can be --gaining respect, prestige and honor along the way. Perhaps we may even dream that our children will have an opportunity to serve their community or their nation in a position of responsibility and influence.

The above excerpt is taken from "Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools", 1977. Peer is a project of the NOW Legal Defense and Education Fund, is supported by the Ford Foundation, the Carnegie Foundation and the Rockefeller Family Fund to monitor enforcement progress under federal law forbidding sex discrimination in education and to assist groups working for sex fair education in their local schools. Project Director: Holly Knox.

Peer
1029 Vermont Avenue, N.W., Suite 800
Washington, D.C. 20005
202-332-7337

ACTIVITY TWO

Occupations (5 minutes)

a. Have trainees list all the occupations they can think of as fast as they can (without screening any out).

b. Have trainees indicate for each occupation listed whether they believe that occupation to be a "male" or "female" occupation by placing an M or F next to that occupation.

(A common question is whether they should put what THEY as individuals believe, or whether they should respond according to what IS. In keeping with the objective of this section, it would probably be desirable to have trainees indicate what THEY believe.)

c. Break class into groups of approximately five each and have them discuss their lists and their reactions to what they have listed.

d. Bring group back together and ask for what observations they might make as a result of this activity.

NOTES:

ACTIVITY THREE

Famous Men (5 minutes)

a. Have trainees list as many famous men (living or dead) as they can recall. (Give them about two minutes to do this.)

b. Have trainees list as many famous women (living or dead) as they can recall. (Give same amount of time for this listing as above.)

c. Have trainees break into small groups of four or five each and discuss this activity.

d. Bring group back together and ask for what observations they might make as a result of this activity.

(Common observations are that many famous females are well-known due to their husband's position, i.e., first ladies. Another common observation is that many women listed are famous as sex objects, i.e., Farrah Fawcett-Majors, Raquel Welsh, etc.)

NOTES:

ACTIVITY FOUR

Skilled Occupations (5 minutes)

a. Have trainees list five skilled jobs that women are unable to do.

(Give about three minutes for this activity.)

(A common question with this activity is whether they should list occupations that women DON'T do, or those which they are unable to do physically. It might be suggested that they list only those occupations which women are physically unable to do.)

b. Break trainees into small groups and have them discuss their lists.

c. Bring group back together and ask for what observations they might have as a result of this activity.

NOTES:

ACTIVITY FIVE

Beliefs About Women Workers (10 minutes)

a. Distribute Activity Five, Work Sheet One, and ask trainees to indicate with either a T or F whether they believe each statement to be true or false.

b. Distribute Activity Five, Work Sheet Two, and give trainees a few minutes to check their responses.

c. Have trainees break into small groups to discuss their responses.

d. Bring group back together and ask for any reactions which they might have to this activity.

NOTES:

ACTIVITY FIVE

Work Sheet One

U.S. Department of Labor
Employment Standards Administration
Women's Bureau
Washington, D.C. 20210
1973

1. A Woman's place is in the home.

2. Women aren't seriously attached to the labor force; they work only for extra pocket money.

3. Women are out ill more than male workers; they cost the company more.

4. Women don't work as long as or as regularly as their male counterparts; their training is costly--and largely wasted.

5. Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

6. Women should stick to "women's jobs" and shouldn't compete for "men's" jobs.

7. Women don't want responsibility on the job. They don't want promotions or job changes which add to their load.

8. The employment of mothers leads to juvenile delinquency.

9. Men don't like to work for women supervisors.

ACTIVITY FIVE

Work Sheet Two

U.S. Department of Labor
Employment Standards Administration
Women's Bureau
Washington, D.C. 20210
1973

1. Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor saving devices have lightened or eliminated much work around the house.

   Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that nine out of 10 girls will work outside the home at some time in their lives.

2. Of the nearly 34 million women in the labor force in March, 1973, nearly half were working because of pressing economic need. They were either singles, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000. (The Bureau of Labor Statistics estimate for a low standard of living for an urban family consisting of an employed husband aged 38, a wife not employed outside the home, an eight year old girl and a 13 year old boy.)

3. A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

4. A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

   Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

5. There were 19.8 million married women (husbands present) in the labor force in March, 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

   Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

6. Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas a research laboratory found that there is no sex difference in 14, women excel in six, and men excel in two.

7. Relatively few women have been offered positions of responsibility. But when given these opportunities, women like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs; another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

8. Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

   These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

9. Most men who complain about women supervisors have never worked for a woman. In one study where at least 3/4 of both the male and female respondents (all executive) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

   In another study in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory: 50 percent rated them adequate, 42 percent rated them the same as their predecessors; and eight percent rated them better than their predecessors.

ACTIVITY SIX

20 Questions on Women Workers (25 minutes)

a. Distribute Activity Six, Work Sheet One.

b. Ask trainees to write their responses to these questions.

(This may be used as a take-home assignment, if desired. Another option is for the instructor to select specific questions which would be of interest to the trainees and ask the questions in a quiz format.)

c. Distribute the answers as found on 20 Facts on Women Workers.

(See Activity Six, Work Sheet Two)

d. Break the class into small groups of approximately four each and give them time to discuss their responses.

e. Bring the group back together again to discuss any reactions and/or observations they may have.

NOTES:

ACTIVITY SIX

Work Sheet One

Twenty Questions on Women Workers

based on
Twenty Facts on Women Workers, U.S. Dept. of Labor
Women's Bureau, February, 1973
prepared by Marjorie Stern, Chairwoman, Women's Rights Committee
American Federation of Teachers, AFL-CIO

1. How many girls will work at some time in their lives?

2. Why do most women work?

3. About how many million women are in the labor force? What proportion of the labor force do they represent? Answer the same questions for minority women.

4. What percentage of women age 13-64 years are workers?

5. How many working women hold part-time jobs?

6. Which accounted for the greatest increase in the labor force recently--men or women?

7. Labor force participation is highest among women of what ages? What is the median age of women workers?

8. If a woman is educated, what chances are there that she will seek paid employment?

9. How many women in the labor force have children under 18?

10. How does the number of children under the age of six whose mothers work compare with the number of places open to children in licensed day care centers?

11. What percentage of an average man's salary does a woman generally earn?

12. For what group is unemployment lowest? highest?

13. What is the proportion of families headed by women? minority women?

14. Whose earnings in the family frequently raise the family out of poverty, the man's or the woman's?

15. What percentage of women are not covered by the Fair Labor Standards Act who are white? black?

16. Who is better educated--the average woman worker or the average man worker?

17. How does the number of women who are professional and technical workers compare with that of those who are managers, and administrators?

18. Women constitute what percentage of craftsmen and foremen? Compare to the percentage of clerical workers who are women.

19. What is the median wage and protective legislation for full-time, year-round private household workers?

20. Who receives the greater income, a man with less than an 8th grade education or a woman high school graduate?

ACTIVITY SIX

Work Sheet Two

U.S. Department of Labor
Employment Standards Administration
Women's Bureau
Washington, D.C.   20210

Twenty Facts on Women Workers

1. Nine out of 10 girls will work at some time in their lives.

2. Most women work because of economic need. Nearly two-thirds of all women workers are single, divorced, widowed, or separated or have husbands whose earnings are less than $7,000 a year.

3. More than 33 million women are in the labor force; they constitute nearly two-fifths of all workers. Some four million women of minority races are in the labor force; they constitute more than two-fifths of all minority workers.

4. Half of all women 18 to 64 years of age are workers.

5. About one-fourth of all women workers hold part-time jobs.

6. Women accounted for three-fifths of the increase in the civilian labor force in the last decade.

7. Labor force participation is highest among women 18 to 24 and 35 to 54 years of age; the median age of women workers is 38 years.

8. The more education a woman has, the greater the likelihood she will seek paid employment. Nearly seven out of 10 women 45 to 54 years of age with four or more years of college are in the labor force.

9. The number of working mothers (women with children under 18) has increased more than eightfold since 1940. They now number 12.7 million, an increase of 3.9 million in the last decade.

10. The 4.4 million working mothers with children under six in 1972 had 5.6 million children under six; the estimated number of licensed day care slots is 905,000.

11. Women workers are concentrated in low-paying dead-end jobs. As a result, the average woman worker earns about three-fifths of what a man does, even when both work full time year round.

12. Unemployment was lowest for white adult males (3.6%) and highest for minority teenage girls (38.6%) in 1972.

White adult women	4.9 percent
Minority adult men	6.8 percent
Minority adult women	8.8 percent
White teenage boys	14.2 percent
White teenage girls	14.2 percent
Minority teenage boys	29.8 percent

13. About one out of nine families is headed by a woman; almost two out of five poor families are headed by a woman. About three out of 10 black families are headed by a woman; almost three out of five poor black families are headed by a woman.

14. It is frequently the wife's earnings which raise a family out of poverty.* In husband-wife families 13 percent have incomes below $4,000 if the wife does not work; four percent when she does work.

15. Of the workers not covered by the Fair Labor Standards Act (FLSA), 40% are women. Fifty-seven percent of all black women workers are not covered by FLSA; the comparable percentage for white women is 22 percent.

16. The average woman worker is as well educated as the average man worker. Both women and men have completed a median of 12.4 years of schooling.

17. Women are about two-fifths of all professional and technical workers, but only about one-sixth of all nonfarm managers and administrators.

18. Women are 76 percent of all clerical workers but only four percent of all craftsmen and foremen.

19. The median wage of full time year-round private household workers was $1,981 in 1971. Private household workers are protected by minimum wage legislation in only four states. They are protected by virtually no other legislation.

20. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

---

*Classified as poor were those nonfarm families of four with total incomes of less than $4,100 in 1971.

Source: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health, Education, and Welfare, National Center for Social Statistics: U.S. Department of Labor, Bureau of Labor Statistics and Wage and Hour Division, Employment Standards Administration, February, 1973.

ACTIVITY SEVEN

Role Reversal (45 minutes)

a. Break trainees into groups of four each (with males and females as evenly distributed as possible).

b. Each group should establish the following:
(1) two observers
(2) an interviewer
(3) an interviewee

c. The person who is to be the interviewer should assume the role of an employer who is interviewing the interviewee for a job. The interviewer should play the role of whichever sex would be expected for the employer (i.e., if the interviewer is interviewing a person to be an auto mechanic, the interviewer, as a garage owner, would probably be a male).

d. The interviewee should assume the role of the opposite sex from what the interviewee's actual gender is.

(A female would assume the role of male, applying for a stereotypically male role, e.g., school superintendent. A male would assume the role of a female applying for a stereotypically female role, e.g., secretary.)

e. After the group has determined which role each member is to assume, give the interviewee an assigned position for which to apply. (Each position indicated below may be typed on a 3x5 index card and distributed.)

f. After approximately 10 minutes, the interview should be interrupted and the small group should discuss what has happened.

g. If there is time, the other members of the group should rotate, so that each member has an opportunity to be an interviewee.

h. After each group has had an opportunity to conduct the interview(s) the large group should be brought together for discussion of what took place. Reactions, observations and comments of the participants should be solicited. It is particularly useful to have the interviewee discuss the feelings which were experienced during the role reversal.

Suggested positions that might be used for Activity Seven, Role Reversal:

Male

school superintendent
mechanic
fire fighter
banker
forester
electrician
law enforcement officer
physician
farmer
minister
lawyer
athletic coach

Female

beautician
teacher
nurse
model
flight attendent
secretary
dietician
homemaker
bookkeeper
sales clerk
custodian
social worker

NOTES:

ACTIVITY EIGHT

Ann Landers, Dear Abby! (15 minutes per interview)

a. As an out-of-class assignment, have trainees assemble a collection of newspaper columns from the above two columnists which relate to male and female behavior, sex roles and relationships between the sexes.

b. On the day the trainees bring newspaper clippings to class, have them break into small groups. Each group should have two observers, one questioner (with letter to Ann Landers or Dear Abby as the question) and one "counselor."

c. The "questioner" should ask the "counselor " the question as indicated on the newspaper clipping. The "counselor" should respond in his/her own words.

d. The "questioner" and "counselor" should spend a few minutes interacting about the "concern." After approximately five minutes, the interaction should be interrupted.

e. The small group should discuss what took place.

f. If there is adequate time, roles should be rotated so that each participant has an opportunity to be the "counselor."

g. Bring the large group together for discussion of this activity.

NOTES:

IMPORTANT: Distribute the preparatory reading materials for the second class meeting before dismissing the group!

Preparatory Reading for Part Two

1. Enclosed: Summary of research study conducted at Indiana University concerning attitudes of adolescent girls toward vocational education.

2. Reprint: "Happily Ever After"
   Sara Davidson

   Teenage girls who expect to live this myth of "happily ever after" are learning about some of life's realities through this program discussed in this article.

3. Reprint: "When I Grow Up I'll be a Wife and Mother"
   Brenda Even

   One mother's plea to change the values of females who believe they must make a choice between a family and a career.

NOTES:

Attitudes of adolescent girls toward vocational education: Marianne H. Mitchell: Principal Investigator, Indiana University, Bloomington, Indiana 47401, June 1977.

This study was conducted by Marianne H. Mitchell. It was a development project involving 1108 high school level (grades nine-12) adolescent females in Indiana. The three major objectives of the project were:

1. To identify the attitudes of adolescent girls toward programs of vocational educators.

2. To identify the perceptions and understandings which adolescent girls have of programs of vocational education.

3. To identify the conditions under which adolescent girls would seek to enroll in programs of vocational education.

Following is a list of those findings which are relevant to the problems of adolescent females and vocational education.

1. Girls tended to consider careers for themselves that are traditionally associated with women, i.e., secretary, nursing, bookkeeping, sales. This occurred even though they also believed that occupational opportunities for females are increasing.

2. Interest in vocational education courses and programs before completion of high school declined between grades nine and 12.

3. Lack of interest in vocational education is closely linked to lack of knowledge about vocational education.

4. The girls studied believe employment opportunities are better with a college degree. This belief is contrary to present fact.

5. The girls studied indicated they would only enroll in vocational education under specific conditions. These included part-time attendance, the option of selecting only those courses they wanted to enroll in and also the failure to gain admission to college. Those who said they would, under no circumstances, enroll in vocational education cited the following reasons: preference for college, lack of interest in the offered training opportunities and lack of knowledge of vocational education programs.

6. In follow-up interviews the adolescent females indicated overwhelmingly that the school counselor is the most important source, in the school, of information and awareness about women.

THE MYTH OF "HAPPILY EVER AFTER"

Davidson, S. Reprinted by permission of Women's Day Magazine. Copyright (c) 1974 by CBS Publications, Inc.

> Teen-aged girls who expect to "get married and live happily ever after" are learning about some of life's realities--and how to plan for them--in a unique new program.

On a recent visit with my parents, I spent an evening with the two women who were my closest friends in high school. We drank wine and looked at old scrapbooks and pictures. Then, as the wine and the memories circulated, we began to compare our dreams at sixteen with the way life has turned out for each of us at thirty.

One friend, Renee, married her steady boyfriend after graduating from high school, had two children and never took a job. Another, Suzanne, was a teacher for several years, then married a volatile young salesman and was just now in the process of getting a divorce.

"What I want to know," Suzanne said, "is why nobody *told* us what a marriage is like."

Renee chimed in. "Nobody ever told us what having children is like, either. Nobody ever told me how hard it is to make ends meet when you have a family or what a constant challenge it is to be loving, understanding and fair to each child."

I looked at them and smiled. "Even if somebody had tried to tell us, do you think we would have listened?"

Since 1971 the YWCA of Los Angeles has been running an experimental program in the public high schools to prepare young girls for some of the realities they'll face later in life. What the Y staff has found is that high school girls today are almost no different than they were 10, 20 or 40 years ago. They dream of marrying a wealthy man, moving into a beautiful house and having children. Then the rest of their fantasy years disappear in a pinkish haze. Somehow, they feel, they will be taken care of...and be happy forevermore.

Curiously the girls seem to block out of their minds all facts that might contradict their dreams: that 60 percent of all women work, often out of necessity; that 45 percent of working women earn less than $5,000 a year; that the divorce rate is rising, and many middle-class women, left alone with children, must go on welfare because they lack job skills.

The majority of high school girls, from all backgrounds, are disinclined to plan for the future, because they believe their future will be settled when fate blesses them with the right man. If told statistics about working women and salaries, the girls refuse to believe them. For this reason the YWCA devised a series of games that would convert the statistics into real people with whom the girls could identify.

Last year three members of the Y staff gave their week-long program to twenty girls in a shorthand class at Lawndale High in South Los Angeles. Although "Lawndale" suggests greenery and open spaces, the community is a working-class area near the airport filled with factories, plants and rows of small, near-identical bungalows.

On Monday the girls trooped into shorthand class wearing jeans, shorts, minidresses and sandals. Most had long straight hair parted in the center. They swung their legs over their chairs so they could talk in clusters. One girl, Kathy Kinar, had just received a tiny diamond ring from her boyfriend, and the others badgered her with questions. "Where will you go on your honeymoon?" "Would you name your first kid after your husband?" Kathy said NO. "I'd name him after my father."

They also talked about tryouts for the flag-twirling team, football games, Disneyland and movies playing at the drive-in.

When the bell rang, Maureen Rabin, a trim and spirited woman, stood up before the class. "The YWCA is very interested in what happens to young girls as they grow up, and we've found some interesting statistics," she said. "Nine out of 10 of you will get married--that leaves one who will never marry. One of you will be a widow before you're 50, and three out of 10 will get a divorce. Six out of 10 will work at least 30 years outside the home. We've taken these statistics and made them into a game called *Will marriage turn you on for the next 50 years?*

Maureen asked the girls to choose partners and then to "make up a girl and fantasize an ideal life for her. You can give her a name, a husband, children, a job, hobbies. You're daydreaming for this girl, so give her a beautiful life."

There was a flurry of noise as the girls paired up. Kathy Kinar and Terry Quella decided to name their character Janice. Terry, a cheerful brunette with a turned-up nose and freckles, did most of the talking. Kathy, slender and blond, listened and nodded agreement, frequently stealing glances at her new diamond ring.

Terry asked, "When Janice leaves school, who does she go to work for?"

Kathy, giggling, "Some really gorgeous doctor."

Terry, "Okay, let's say she's gonna be a nurse and work for this doctor. No, let's make *her* a doctor, a surgeon."

Kathy: "A chiropractor?"

Terry shook her head. "She's gotta be something famous, something different, like no one else is. Let's make her a brain surgeon."

Kathy: "But when does she get married?"

Terry: "Let's say, as soon as she becomes an official brain surgeon, she marries a guy she met at school, George. He'll be a psychologist." (Terry nods in satisfaction.)

Kathy: "How many children do they have?"

Terry: "They'll have two, a boy and a girl, and then they'll adopt two more."

The other girls in the class were flying off with equally fine dreams. They had their characters marrying the U.S. Secretary of State, the President of Coca Cola, lawyers, doctors and Hollywood producers. They were living in palatial homes by lakes and oceans, with many children, gardens and pets. Only one pair made their character "average." She married a plumber and lived in an "average house."

Then came detoxification as Maureen told the girls, "The next step is to pick a mystery envelope, with a card telling something about your character's fate. When this girl was your age, she probably dreamed her life as you did. Then she grew up and things didn't always happen as she expected. If the card changes something you dreamed about, the card is right. If it doesn't, then your dream stays.

Terry and Kathy picked the first card, which informed them that their character, Janice, never found a man she wanted to marry. When she reached 35, she realized she would probably never marry. Terry seemed stunned and refused to accept that fate. "She's gonna fall in love yet."

Jeanne Scott, another member of the Y staff, asked Terry. "Do you think she's going to have a happy life or a miserable life? How would you feel if that were you?"

Terry said, "She could be happy, maybe. She doesn't have a money problem because she's a brain surgeon, but if it were me I'd feel sad. I'd just keep trying to find the right guy."

The girls reacted that way to every clash between dream and reality. They clung, undaunted, to their wishes and insisted their characters could find a solution to every problem through a man.

One girl, who had dreamed her character would marry a bank president and live in a mansion, drew a fate card saying her husband would leave her for another woman when she was 42. She would have three children to support and no qualifications for a job. The girls said, almost in chorus, "She can remarry somebody else."

Maureen Rabin pointed out that "about 80 percent of the women who become divorced could not earn enough money to support three children. If this woman's husband doesn't pay child support, she would probably have to go on welfare. What could have been done earlier to make her situation better?"

One girl suggested, feebly. "She could have gone to college."

Maureen asked, "At 42, is life over for her?"

The girls seemed to think so. One said, "If it were me, I'd just go to the old-folks' home."

TUESDAY: The Y staff started a new game called "Wheel of Fortune." Maureen explained that she'd tell the class about six girls who were in high school 10 years ago. Then the class, working in pairs again, would pick a character and plan out her life. Among the characters Maureen described were:

. . . Phyllis, an artistic girl who went steady with Bruce and spent her time in class drawing endless designs of wedding dresses. She wanted to get married as soon as she graduated and had no interest in working. She wanted only to be a wife and mother.

. . . Linda, a shy, fairly good student who liked typing and math. In her sophomore year she met a boy in class and began spending all her time with him. When Linda was a junior and her boyfriend a senior, she discovered she was pregnant.

. . . Marcie, who could have been a straight-A student if she had pushed herself. But she felt that having friends and enjoying life were more important than grades and honors. She was interested in science, animals, nature and geography and also liked to draw.

The others were: Genille, a popular school leader; Connie, an orphan who was mechanically inclined; and Maria, a restless girl who lived in the shadow of her older sister.

When Maureen finished describing the girls, almost everyone in the class picked Linda to work on. When asked why, most said they identified with her--or knew people in her situation. "I know at least five girls who quit high school because they were pregnant," Cindy Lopez said. "It's a common problem."

Almost none of the girls would consider an abortion for Linda--not because of religious beliefs but due to a vague sense of duty. As Sue Gibson put it, "Abortion is the chicken way out. Once you get pregnant, you just have to accept it. The baby has a right to live. The only question is whether Linda will marry the guy or have the baby by herself."

The Y leaders told me that in every school they go to, most girls choose Linda as their character. The fact that unwanted pregnancies are such a "common problem" in high school, despite the ready availability of contraceptives, reflects the deep-rooted tendency of girls to think of themselves as playing passive roles in life. Few feel they can or should affect their own destiny."

According to Jeanne Scott, "Studies in California have shown that most women don't see themselves as achievers. Things are done *to* them;

they don't make things happen. Prince Charming or dream jobs fall into their laps. By the same token, unwanted pregnancies can fall into their laps, so they wait around--and hope for the best."

The YWCA doesn't expect to alter this pattern in a week. "We can't totally break the myth--that every girl will marry and live happily ever after. What we hope to do is start the girls thinking more realistically about their lives. We can show them possibilities, tell them about jobs they've never heard of, point out what training they need to earn decent pay. We hope this will open their eyes a bit."

WEDNESDAY: Jerrie Martin, one of the Y leaders, directed the class in finding a job to suit the girl whose life they were planning. "If she's going to work for 30 years, like most women, it would be nice for her to have a job she enjoys."

First the girls took a vocational interest test to determine what kind of work their character might like. Those who'd picked Linda came up with "numeric work" as her first choice. Then they looked in a "Handbook of Job Facts" to find jobs she could apply for.

Kathy quickly became discouraged. "It's hard to find anything for her! We decided she had her baby, but her boyfriend left her after he found out she was pregnant. Now she needs a job, but all the good ones in this book take a college degree."

Another girl suggested, "Maybe she could take a crummy part-time job during the day and finish school at night?"

Kathy shook her head, "That's too hard." Kathy looked up the qualifications for "home economist," "accountant," "stockbroker," "policewoman" and "clerk-typist" and finally settled on the latter. "That's the best thing she can get."

Another pair working on Linda came up with "bank clerk" or "cashier," while a third decided, reluctantly, to "let Linda have an abortion so she can finish school and have a better chance."

Terry was twirling her dark hair with her fingers. "I didn't know good jobs took so much school. I wanted my character to be a child psychologist, but the book says she needs a Ph.D. or at least a master's degree." Terry shrugged. "I guess she'll just be a waitress."

After class I spent an hour with six of the students. Although their teacher, Estelle Delgado, is a proponent of women's liberation, they readily admitted their hostility to the whole movement. Theresa Reilly, an outspoken blond wearing shorts and a windbreaker, snapped, "Miss Delgado's ideas should be junked! I believe in marriage, and she says you don't *have* to get married. One time in class we were talking about God, and she said, "God just might be a *She*." The girls all collapsed in laughter at the memory.

"A woman wants a man to look up to," Theresa continued. "Someone to dominate her and be the boss. It's ridiculous to make men do housework! I'd be hurt if my husband wanted to cook or iron his shirts; that would mean he didn't like the way I did it."

I asked the girls what they thought they'd be doing five or 10 years from now. Three said they might be working as legal secretaries, and the other three thought they would be hairdressers. But what they wanted--what they ached and longed for--was to be married with a house full of children. Terry Quella said, sighing, "I've always wanted to be surrounded by little ones running around with muddy shoes." Then she drew a picture of a station wagon and held it up. "I want to have a van like this and drive my kids around...and have a big house with a big kitchen and wood paneling."

"Do you think you might get tired after years of cleaning house and taking care of kids?" I asked. "Nope," they said in unison. I was beginning to feel uncomfortable about probing them further. I began to sense that this is tricky business--trying to puncture girls' dreams without leaving them feeling frightened and lost.

I asked them what they thought of the YWCA program. "It's so real!" one answered. "I know girls like all those we've been working on. But it's scary to think about the future. I don't usually think about what will happen. I'm having a good time, and I don't want to worry."

THURSDAY: Maureen Rabin told the girls, "Today you're going to be making important decisions about your character's life. But some things depend on fate, so to settle those matters, you'll spin the wheel of fortune." She brought out a large cardboard wheel filled with bits of information about jobs and family life. "You get three spins to find out about the girl's job and three spins to see about her marriage."

Kathy spun first to see if her character, Linda, would be hired as a clerk-typist. The arrow landed on *You are not hired. No explanation.* "That happens often," Maureen said. "You're not hired and they don't tell you why. Spin once more, to see if a different company will hire her." On this spin Kathy drew *Yes, if you have averaged C or above in school.*

Kathy said hopefully, "Linda was a good student."

Maureen: "Okay, she's hired. Her salary is four hundred fifty-seven dollars a month."

Kathy smiled. "That's a lot of money." Her next task was to draw up a budget for Linda. Kathy calculated what Linda would spend on food, housing, medical care, baby-sitters and transportation, then totaled it. "Oh my God, she makes four hundred fifty-seven dollars and she has to spend four hundred fifty dollars just to live!" she said.

Maureen asked, "Does she have anything left over for recreation, travel or savings?"

"Seven dollars," Kathy replied. "I need more money than that left over!"

Maureen: "Did she make a good job decision? Will she be happy with that salary? Maybe she wants to consider re-training in another field."

The remaining class time was punctuated by cries of dismay. The girls found their characters having marriage problems, job problems or money problems. Only a few were sailing smoothly through the years. One pair had their character become a physical therapist for which she earned $700 a month. Then they discovered she would have to pay $90 of that in taxes. "Wow, that's not worth it. That's not fair," they protested.

"I don't want to grow up," Terry Quella said, popping her bubble gum. "It's too expensive."

FRIDAY: The Y staff said they would reveal what really happened to Linda, Phyllis, Marcie and the others. Maureen asked for six volunteers to act out the various roles, then took them off to brief them. When they returned they sat in a semicircle facing the class, as if they were guests on a television talk show.

Maureen, playing the moderator, asked the girl playing Linda: "What did you do when you found you were pregnant?"

Linda: "My boyfriend and I were going to get married, but his parents pressured us not to because he was planning to go to college. So I dropped out of school and stayed home with my mom."

Maureen: "Oh, so she helped you; isn't that great?"

Linda: "No, it was pretty miserable. She acted like she was doing me a big favor, and kept picking on me. I wanted to be off on my own." Linda said her social worker helped her enroll in a computer training program, and afterward she found a job as a computer operator. She moved into her own apartment and just about the time her son started nursery school, her boyfriend (who was graduating from college) came back and said he was ready to get married.

"I just looked at him and thought about how he left me alone all those years," Linda said. "We'd both changed, and I didn't even know him anymore. I figured, if I'd made it that far, I might as well go on by myself."

There was an uproar from the class. "No fooling!" "Wow! That's nothing like we planned." One girl said, "I thought Linda would get married. I really did."

More twists to come. The girl playing Phyllis, whose big dream had been to marry Bruce and design her own wedding gown, reported that she had had her dream wedding, but in a short time the romance began to fizzle. "We had two kids right away, but Bruce couldn't keep a job. He kept getting fired, and we hardly ever had any money. One day he just took off. We got a divorce, but I still see him on and off. He sends money when he can, and I'm on welfare."

Maureen asked if Phyllis wanted a job or had any plans for the future. "No," Phyllis said. "I'd really just like to get married again."

Marcie, the bright girl who loved science, reported that she had gone to college and earned a degree in biology. "I'm writing a book right now about ecology," she said. "I have a car, and I love to get out in the country whenever I can. I have a lot of friends and I'll probably get married, but I'm not in a hurry. I'm having a lot of fun."

When the "show" was over, everyone in the class seemed pensive. It was as if a small crack of light had penetrated the fog that usually covers their view of the future. Kathy said, "This really makes you think, boy." Terry nodded. "I was planning to go to business school, but maybe I should apply to some state college. I don't know...I've been told ever since I was little, you *get married*. That's all I ever thought of before."

The bell rang, calling the girls to flagtwirling, hamburgers, sodas and a Friday football game. The rosy clouds were, for the moment, about to close in once more. Terry ran a comb through her brown curls and decided, grinning, as she headed out the door: "I guess we don't know very much about life. I think we'll understand more, by and by."

THE MYTH-BREAKERS*

Jeanne Scott and Maureen Rabin started the YWCA's Vocational Readiness Program in 1971. Jeanne, an energetic blonde, is a former nun who left the convent after 17 years and faced an identity crisis similar to "the crisis many women face after a divorce." She decided to take up vocational counseling to "help other women trying to find a new niche for themselves." She went to work for a California Welfare agency and learned, to her surprise, that most of the clients were young, middle-class women who married shortly after high school, had children and were now on welfare because their husbands had left them, died or could not pay child support.

Jeanne says, "I call them losers in the Miss America Contest. They believed so strongly in the myth--the dream of getting married and living happily ever after--that when the dream failed, they fell apart. They were at the end of the rope because they had received no help or vocational guidance earlier in their lives." As a result Jeanne became interested in devising a "preventive program" to educate girls *before* marriage so they'd be less likely to ever need welfare.

Maureen Rabin, 48, is a red-haired former actress who came to the Y to teach drama to teen-agers. She and Jeanne worked together at the Vocational Center established by the Y in fall of 1969 to provide career guidance for girls. They found, however, that few girls came in; most felt they didn't need careers. As a result, Maureen and Jeanne created a program they could take to girls in their schools.

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WHEN I GROW UP, I'LL BE A WIFE AND MOTHER!

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Originally an oral presentation at a Career Education Workshop, University of Arizona, May, 1977.

> "When you ask a little boy what he is going to be when he grows up, he tells you; he may not end up being what he first says, and he may "be" a number of different things over the course of his life, but throughout he is focusing on the work he does. Most little girls say they will be married, period. Yet data of the U.S. Department of Labor and the California Advisory Commission on the Status of Women shows the following: The patterns have changed; the average mother of today has 40 years of life ahead of her after her youngest child enters school; nine out of 10 will be employed outside the home for some period of their lives; at least six out of 10 will work full time outside their homes for up to 30 years; more than one in 10 will be widowed before she is 50; more than one in 10 will be heads of families; probably three in 10 will be divorced; most girls do not see themselves as problem-solvers or achievers; most girls have not been influenced or trained to deal with many of the realities they will face in their lives; society will continue to experience the loss of the talents of many bright women because they are not given early encouragement or because *girls believe they must choose between a family and a career*." (State of California Advisory Commission on the Status of Women)

If the above is true, and indeed it is, why do we as a society continue to perpetrate the myth that "A woman's place is in the home?" Yes, it can be in the home--if she so chooses, but it can be somewhere else as well--in the business world, in the university community, or in the medical arena. The key phrase, of course, is...if she chooses!

And what choices are our daughters presented with? Oh, they can be nurses, or teachers, or secretaries, or mothers. Still, you say, many more women are entering the job arena. Yes, more and more women *are* entering the professional world, but they are still stereotyped into low-paying, non-status, non-powerful jobs. In fact, statistics show that only one percent of all college presidents are women; only two percent of all judges are women; only six percent of all school superintendents are women; only 2.8 percent of all lawyers are female; and only seven percent of all doctors are women. (However, 70 percent of all health workers--nurses, admission clerks, technicians, etc., are women.)

Now you may ask why--why do our daughters often opt out and settle for Cinderella's role? Why do they wait for Prince Charming to sweep them off their feet so they can live happily ever after with him in a vine-covered cottage? Doesn't Christ's parable of the talents apply to young women, as well as to young men? Surely Christ did not intend for one-half of the human race--women--to stand by and cheer, support and nurture the other half of the human race and thus not develop their own potential.

The answers to the preceding questions lie in the socialization process inherent in our society. "We teach that males are and should be aggressive, independent, nonemotional, logical, direct, adventurous, and physically strong. That females are and should be responsive, passive, tactful, gentle, religious, weak, and in need of security. While few of us fit the stereotypes, we accept them as the conscious and unconscious models for appropriate sex-role behavior, and even when we 'rebel', we measure ourselves against them." (The Feminist Press' "Elementary Curriculum Packet")

What must we do to help our daughters go beyond the myth and the stereotypes? First of all, we must make our daughters realize that they have a vast number of options--both in career possibilities and in individual lifestyles. Then we must help them to see the folly of becoming non-achievers and mere cheerleaders in the game of life. Third, we must assist them in understanding that the breadth and scope of their influence can be extended beyond the perimeter of the vine-covered cottage. Fourth, we must also aid them in discovering the dangers inherent in being "my wifes", "my mothers", "my daughters"--rather than in being themselves. And finally, we must encourage them to visualize the ultimate value in being first individuals in their own rights and then partners and creators in a familial sense.

In so doing, we will hand our daughters the following legacy:

> Walk tall, daughter.
> You are young, and your choices
> Are as open as your brother's.
> There will be no picket parades
> And militant campaigns for you;
> Liberation is a thing of the soul
> And bears no relation to laws passed
> Or battles won.
> We will have succeeded only if
> From our bittersweet choices,
> You are born with what we fought to attain.
> Daughter, I give you pride.

From "For the Daughter I may
Someday Have" by Ellen Gray,
Tolland, Connecticut

ACTIVITIES NINE, TEN AND ELEVEN

These can be used as out-of-class assignments. Discussion should take place at the beginning of the following class period.

ACTIVITY NINE - Magazines

a. Have trainees assemble a collection of pictures from magazines which create an awareness of traditional and non-traditional vocational roles created for women.

b. Break trainees into small groups and discuss ways in which this activity could be used by the counselor trainee in a counseling situation.

ACTIVITY TEN - Television and/or Popular Songs

a. Have trainees watch television or listen to radio for an hour, writing down all the roles portrayed by men and women.

b. Break into small groups and discuss what implications this has for counseling.

ACTIVITY ELEVEN

Distribute copies of "Sexism in Language". Activity Eleven, Work Sheet One, page I-38.

ACTIVITY ELEVEN

Work Sheet One

Why are lighthearted men called easy-going but the same type of women are called frivolous?

Why are men who are forgetful called absentminded, when forgetful women are called scatterbrained?

Why are forceful males referred to as charismatic, while females are domineering?

Why are men who are efficient referred to as competent, but efficient women are compulsive?

Why are women who are ironic called bitter, while ironic men are called humorous?

Why is it that men of ordinary appearance are called pleasant-looking, when ordinary women are called homely?

Why is it that obstinate men are called strong-willed, when obstinate women are called stubborn?

Why are women who are thoughtful called considerate, while thoughtful men are called oversensitive?

Why are careful men called prudent, but the same kind of woman call obsessive?

Why are angry men called outraged, while angry women are called hysterical?

Why are men who are interested in everything referred to as curious, but women of the same type are called nosy?

Why is it that when men talk together it is called conversation, but when women talk together it is called gossip?

In speaking about a person who is industrious, why are men called hard-workers and women called drudges?

When speaking about people who are talkative, why are men called articulate and women called gabby?

Why are devious men considered shrewd, when devious women are scheming?

Why are women who are dauntless considered brazen, when dauntless men are considered fearless?

because of Sexism in Language!!

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12. Sprung, Barbara. "Non-Sexist Education: A New Focus for Early Childhood Programs," Volume 6, No. 1, January/February, 1977 (Children's Bureau, Office of Child Development).

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16. Women in Apprenticeship--Why Not? State of Wisconsin, 1978 (Department of Industry, Labor and Human Relations, Division of Apprenticeship and Training, P.O. Box 2209, Madison, Wisconsin 53701).

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18. Women in Education: Changing Sexist Practices in the Classroom. Marjorie Stern, Ed., American Federation of Teachers (AFL-CIO, Washington, D.C. 20005).

REFERENCES

1. Sexism in Education. This book consists of information and tools which can be utilized effectively in the classroom. (The Emma Willard Task Force on Education, Box 14229, Minneapolis, MN 55414, 612-33-9076) 3rd edition, August 1973.

2. Today's Changing Roles: An Approach to Non-Sexist Teaching. developed by Educational Challenges, Inc., A National Education Association Publication (1974). See page 83 "Profile of Typical Woman Worker: 1920 and 1970." (Resource Center on Sex Roles in Education, The National Foundation for the Improvement of Education, 1201 16th Street, N.W., 701, Washington, D.C. 20036)

3. "Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work" by Sandra L. Bem and Daryl J. Bem, 1975 (The Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126).

AUDIO VISUAL MATERIALS

1. Anything You Want To Be

Depicts the conflicts and absurdities that beset a high school girl. 16mm--Black and White--eight minutes.

Distributed by New Day Films, Eccentric Circle Cinema Workshop, P.O.
Box 4085, Greenwich, Connecticut 06830

2. Dick and Jane: Why Jane Can't Win

Explores sex role stereotyping in readers with an emphasis on career choices. Slides/cassette--30 minutes.

Distributed by Oregon Education Association, Portland
One Plaza S.W., 6900 S.W. Haines Road, Tigard, OR 97223

3. I'm Glad I'm a He; I'm Glad I'm a She

A film strip made for New Pioneers Project to answer general questions: What is sex bias? What effect does it have on girls and boys? What can we do about it? How do we recognize it?
This film strip should motivate educators for the development of solid concrete strategies for the reduction of bias in their school system.

Distributed by North Carolina Department of Public Instruction
Raleigh, NC

4. Sex Role Development

Examines some of the major sex role stereotypes, tracing their transmission to children by way of the socialization process. Shows some alternative methods of socialization which do not perpetuate sex roles which limit personal development. Interviews teachers and parents who are attempting to provide these experiences for children in a manner which allows for more choice.

Distributed by The Development Psychology Today Film Series, McGraw
Hill Films, 330 W. 42nd Street, New York, NY 10036

5. The American Woman in the 20th Century

Portrays the distance women have come during this century, their roles and the problems they face today, socially and in the world of work.

Distributed by United Artist Television, 555 Madison Avenue,
New York, NY

Part II: ATTITUDES

Objective One

--to help the trainees rediscover their adolescent attitudes toward vocational education.

Objective Two

--to encourage trainees to demonstrate an awareness and understanding of the attitudes of adolescent girls toward vocational education.

Content

Objective Two concentrates on the use of role play techniques as a catalyst for change in individual attitudes and behaviors. The trainee will be encouraged to challenge old patterns of behavior and response by assuming roles representing conflicting values and ideas. This process will encourage a readjustment of old attitudes and values to accommodate new information, resulting in a useful expansion in the area of vocational education for young people.

Time Required

Approximately two and one half to three hours.

Physical Setting and Materials

As for Part I, but include a pad of newsprint, 18" x 24", a plentiful supply of felt-tip pens, masking tape, and 36 blank, self-stick tags.

Activities

Total of seven, numbers one to three need preparatory readings, found on pages I-19 through I-36.

	Activity	Time/Minutes	Page
1.	Introductory	15	II-2
2.	Recall	25	II-3
3.	Awareness	30 (1 hr, 10 min.)	II-5
4.	Role Playing	10	II-7
5.	When I Grow Up I Want To Be Married	30	II-11
6.	Joan & Paul	45	II-19
7.	Career Map	10 (1 hr, 35 min.)	II-30
	TOTAL	2 hr, 45 min.	

Bibliography of Additional Materials	II-53
References	II-55
Audio Visual Materials	II-56

ACTIVITY ONE

Introductory Exercise (15 minutes)

This exercise will achieve our first objective by involving the trainees in an *informal discussion* revolving around the following questions:

1. Were you enrolled in vocational education during your adolescent high school years?
2. What influenced you to participate? Not to participate?
3. If you could return to high school now, would your previous attitudes toward vocational education be different?
    a. Break class into small groups of three or four and either distribute questions on index cards to each group, or have questions written on the blackboard for easy reference.
    b. Bring group back together and ask them to share the results of their discussion.
    c. Look for *commonalities* and list these on the blackboard.
    d. Ask the class to comment on these points.

NOTES:

ACTIVITY TWO

Recall (25 minutes)

a. Distribute copies of Handout for Recall Exercise, page II-4.

b. Break trainees into groups of four or five (with males and females as evenly distributed as possible).

c. Each group will discuss the questions on the hand-out.

d. Trainees should record their observations on large sheets of newsprint.

e. Tape the "observations" to the walls of the classroom and allow five to 10 minutes for the trainees to read the results from other groups.

f. Bring group back together and ask for their reactions to the questions and to the answers they heard and read from the class.

g. Discuss: "Implications of your experiences for your attitudes toward vocational education today."

NOTES:

ACTIVITY TWO

Handout for Recall Exercise

1. What courses/programs/activities did you particularly enjoy in high school?

2. What career/occupations were you interested in? Did parents, teachers, friends or others have career suggestions for you?

3. Were there vocational education opportunities available in your school system? If so, what were your attitudes toward these programs? Courses? Vocational education students?

ACTIVITY THREE

Awareness (30 minutes)

a. Distribute copies of Handout for Awareness Exercise, page II-6.

b. Break trainees into small groups of four.

c. Each group member should participate in answering the questions on the handout.

d. The groups should record significant observations on large sheets of newsprint.

e. Tape the "observations" on the walls of the classroom, using a different location from the one used for Activity Two. Allow five to 10 minutes for trainees to read the results from other groups.

f. Bring the group back together again and ask for reactions to the group discussion, and the "observations."

NOTES:

ACTIVITY THREE

Handout for Awareness Exercise

1. Identify one (or more) adolescent girl whom you know well today.

   *Describe (characterize) one or several of these girls briefly to your group members.

   *In your opinion, have they, or would they consider vocational education as a curriculum and/or career preparatory option? Why or why not?

   *If they came to you, *as a friend*, (not as a counselor) and asked your advice regarding: entering one of the following vocational education training programs, what would your reaction be?

   a. auto mechanic
   b. building trades
   c. agriculture
   d. distributive education
   e. secretarial science
   f. television technician and repair
   g. welding
   h. drafting
   i. cosmetology
   j. home economics

2. Now, go back to your own high school years. Identify your two best high school girl friends. How do you think you would have advised them at that time?

3. Compare and discuss: In your opinion, have the attitudes of teenage girls changed appreciably toward vocational education since your high school days? Why or why not?

ACTIVITY FOUR

Role Playing (20 minutes)

a. The preparation for this activity involves reading the following articles:

   1. "Happily Ever After" by Sara Davidson
   2. "When I Grow Up, I Want to be a Wife and Mother" by Brenda Evan
   3. Summary of Research Study conducted at Indiana University concerning attitudes of adolescent girls toward vocational education

b. Introduce this activity by explaining that the Role Playing will involve the creation of conflict between counselor and client attitudes toward career education for females.

c. The trainees should break into groups of four (one counselor, one client, and two observers) and use Learning Activity Four, Sheet One, as a briefing for the roles they will assume.

d. Bring the group back together again and during the ensuing discussion demonstrate ways in which the values, attitudes and facts from the reading materials were illustrated in the role playing of the trainees.

NOTES:

Tips for Role Playing

1. Try to *feel, act and talk* like the person whose role you are playing.
2. Be spontaneous: give yourself a name (use your name tag) and plunge right into the situation. No one wants you to act so do not decide in advance what you are going to say.
3. "Horseplay" is not allowed!
4. It may seem unreal to role-play someone of the opposite sex or age group, but the idea is to get in touch with the feelings that can be experienced in that role.
5. Tell the "observers" that they can be helpful if they remain spectators. They should not laugh or interrupt with comments.
6. When the role playing is over, stay in role for a few minutes and enter the discussion as that person, describing the feelings and the experience you have been through.
7. Finally, remove your name tag and join in the discussion.

Discussion Questions

For Role Players

a. How did you feel in the role you were given?

b. Do you have a greater understanding of this situation as a result of role playing?

c. What were your feelings about the other role player?

(e.g., Were you puzzled, confused, angry, annoyed, uncertain, bewildered, perplexed?)

For Observers

a. What feelings did you experience during the role playing?

b. Did you think that the role players might have chosen an alternative solution?

c. Did you think that this might be an experience to be found in real life?

d. Did you learn anything as a result of this role playing?

ACTIVITY FOUR

Role Playing

a. Counselor: Pro-vocational education for females and males.

Client: Adolescent female who will not be going to college, has a steady boy-friend and has shown interest in a specific career of, e.g., a preparatory program for vocational training as a beautician.

b. Counselor: Perpetuates sex-role stereotyping in vocational and career guidance.

Client: Ambitious adolescent female who because of her success in mathematics and chemistry wishes to pursue her education and career aspirations in a related field. Her present interest: chemical engineering.

c. Counselor: Perpetuates sex-role stereotyping in vocational education and career guidance.

Client: Plans to marry when she graduates from high school.

ACTIVITY FIVE

When I Grow Up, I Want To Be Married (45 minutes)

This game was designed as a role playing exercise for *adolescent* girls by the State of California Commission on the Status of Women, 1108 14th Street, Suite 106, Sacramento, California 95814. Permission to publish was given by the YMCA, Los Angeles.

Background and Purpose of the Game

When you ask a little boy what he is going to be when he grows up he tells you. He may not end up being what he says, and he may "be" a number of different things over the course of his life, but throughout he is focusing on work. Most little girls say they will be married, period. Data of the U.S. Department of Labor and results of research of the California Advisory Commission on the Status of Women show the following:

9 out of 10 will marry;
8 out of 10 will have children;
9 out of 10 will be employed outside the home for some period during their lives;
at least 6 out of 10 will work full time, outside their homes for up to 30 years;
at least 1 in 10 will be widowed before she is 50;
at least 1 in 10 will be heads of their families;
probably 3 in 10 will be divorced;
only 1 in 3 plan to go to college;
most girls do not see themselves as achievers;
most girls have not been trained or influenced to deal with the realities they will face in their lives;
society will continue to experience the loss of the talents of many bright women because girls continue to believe they must choose a family over a career.

The game has limited purposes, but can serve as a start toward these goals:

1. To give girls a greater awareness of the realities of women's lives, e.g., that most will have a family and a career whether they plan for it or not.

2. To give girls experience in dealing with changed circumstances from which there is no retreat once they have occurred.

3. To motivate girls to alter their immediate and present plans to avoid possible pitfalls.

Directions

a. Divide the group into two sections. Section One will be the *participants;* Section Two, *counselors.*

b. The participants role play 10 girls playing this game. Each "girl" is given a profile card (pages II-14 through II-18) with four facts on it which correspond to the material, childbearing, work and college statistics above.

(It would be a good idea to prepare U.S. Department of Labor statistics on the overhead projector or blackboard for reference, or duplicated on index cards for the counselors.)

c. Each in turn is asked to build an ideal life around these facts, indicating at which period of life she will be doing what. The counselor educator should also have a set of profile cards on which to record plans for each girl.

d. Chance factors are now revealed to each girl and she reads these factors out loud to the participant group. (Chance factors are found below each profile.)

e. Notice that the chance factors deal with divorce, failing family finances, boredom at home, promotion for the wife which requires the family to move, and other happenings.

f. The "counselors" should now make suggestions on how to cope with the problem which has developed. They are asked how early planning might have prevented the problem. This process is repeated until each girl's later life has been dealt with.

g. Debriefing: The counselor educator should be able, from the comments made by the trainees, to make a blackboard summary of the most important "recommendations" made for change. These need to be discussed and given an order of priority before the activity is concluded.

h. Notice that the class could undoubtedly make up their own profile cards for this game--a take-home assignment could be the production and expansion of a similar style of game for their own future use.

NOTES:

ACTIVITY FIVE

Profile Cards

Profile No. 1

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

(cut here)

Chance Factors-Profile 1

You work as a secretary for two years before marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped, and when the children are seven and nine, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it. What do you do?

Profile No. 2

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You complete your college education before marriage.

(cut here)

Chance Factors-Profile 2

You "fall into" a dream job soon after graduation from college, and two years later meet and marry a young man with a promising future in another field from yours. You keep working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top your company is bought outright by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown. How do you approach this situation?

Profile No. 3

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before marriage.

(cut here)

- -

Chance Factors-Profile No. 3

You work a year and are married at 19. You enjoy your 20 years of homemaking, but when you are 40 your children are all but grown. You don't want to just sit home for another 35 years. What can you do?

Profile No. 4

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You will not go to college before you marry.

(cut here)

- -

Chance Factors-Profile No. 4

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing line repairman, and by the time you are 26 you have three children. Your husband is assigned to emergency repair work in remote places --is home less and less, starts playing around with other women, and doesn't send home money regularly for you and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better, and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on and there is very little community property--pretty much just clothing and furniture. How can you cope?

Profile No. 5

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete two years of college before your marriage.

(cut here)

- -

Profile No. 5, continued

Chance Factors-Profile No. 5

You have three children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are then four, eight, and 10. There is some life insurance, but not enough to last very long. How will you cope?

Profile No. 6

You will live to be 75 years old.
You will marry.
You will work outside the home for some period in your life.
You will not go to college before your marriage.

(cut here)

Chance Factors-Profile No. 6

You will marry your high school "steady" right before you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After five years in the firm you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are very interested in the cases being handed by the firm, but over the next 15 years you find that your secretarial role is less and less challenging. You are 38. What will you do the rest of your life?

Profile No. 7

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

(cut here)

Chance Factors-Profile No. 7

It becomes apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24 and have two children. When you are 35 and the children are seven and nine, your husband's job and whole field of work is wiped out by automation. How can the family cope?

Profile No. 8

You will live to be 75 years old.
You will marry and have children.
You do not go to college before your marriage.

(cut here)

Chance Factors-Profile No. 8

In your senior year in high school you fall madly in love with an exciting "older man of 29" who is already successful in business. He is of the firm opinion that woman's place is in the home, and states often that no wife of his will ever work. The two of you continue to be generally compatable and remain married all your lives, but over the years his business affairs take up more of his time and he prefers spending his leisure time "with the boys" hunting and fishing. Your children all are off on their own by the time you are 43 years old. What do you do the rest of your life?

Profile No. 9

You will live to be 75 years old.
You do not go to college before taking your first job.

(cut here)

Chance Factors-Profile No. 9

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have four younger brothers and sisters, the youngest of which is two, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one. What will you do with the rest of your life?

Profile No. 10

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete three years of college before your marriage.

(cut here)

Chance Factors-Profile No. 10

Your fiance graduates from college when you finish your junior year and he is offered a good job in town which has no four-year college. You marry and go with him. When you are 42, and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under California's new divorce laws he can do this and there is nothing you can do about it. Since you are "able bodied" you get no alimony, but you get child support until the children are 18, and you get the house but it is only half paid for. How will you cope?

ACTIVITY SIX

Joan and Paul (45 minutes)

Register, C. Sexism in Education (3rd ed.) Minneapolis, Minnesota: The Emma Willard Task Force on Education, 1973. Permission for reprinting granted by The Emma Willard Task Force on Education.

This approach shows what *might* happen to a woman who decides to combine an academic career and marriage. Counselor educators could try out variations on this theme. The authors of "Joan and Paul" point out that they are not accusing all counselors of being insensitive to their female students, but the examples of advice given were reported to them by the victims.

a. Break into six small groups of three to four trainees in each group and distribute the following materials:

Curriculum Planning	Group 1	Page II-21
Career Counseling	Group 2	Page II-23
Male/Female Relationships	Group 3	Page II-25
Graduate School	Group 4	Page II-26
Finding a Job	Group 5	Page II-28
Raising Children	Group 6	Page II-29

b. Trainees should discuss the options open to Joan and come to a consensus of opinion about what they consider the most suitable option in each case study.

c. Bring the large group back together again. A spokesperson for each group should then present the facts of the case study, the most suitable option and the rationale for that option choice.

d. The counselor educator can then take the role of Joan and proceed from Group 1 through the groups until she/he finds the level at which the option choice would prevent any more progress being made.

e. Conclude with an open discussion about the decisions made by the groups on the progress made by their imaginary Joan. Explore possibilities of making up a similar game for a woman with a non-academic career.

f. Special notice should be made of practices marked * which are no longer legal.

ACTIVITY SIX

Curriculum Planning

Paul and Joan are just entering high school. They go to different schools with similar educational programs. Let's assume they are equally intelligent. Both of them are very interested in science. Paul goes to his counselor to plan his program for the next three years. He has taken the boys' section* of a commonly-used vocational interest test and has been rated on a scale with the other boys in his class. The counselor notes his interest in science and suggests that he take a college prep program that includes advanced courses in physics, chemistry and math. Joan goes to her counselor who looks over her scores on the vocational interest test. She has, of course, taken the girls' test*, which has only a few questions on science and doesn't have a science rating on the interest scale. Joan tells the counselor that she enjoyed her 9th grade science class and that she would like a career in science. His response might be:

a. Her vocational test shows that her main interest is literature, so she should concentrate on that and take a general chemistry course just for fun.

b. She should take some general chemistry and consider becoming a nurse, but she should avoid physics because it's a rough course and not many girls like it.

c. Shorthand, typing and business machines always come in handy for a girl who needs to find a job. Science courses wouldn't be very useful.

d. He encourages her interest in science and suggests a college prep program, including advanced courses in chemistry, physics and math.

How should Joan react to the counselor's advice in each case?

OPTION A:

Joan takes only the required science courses, plus one additional chemistry course. Suppose she then wants to major in physics in college. Her college advisor might say:

a. She can't choose a science major because she doesn't have the proper background.

b. She can go ahead, but she is far behind the other physics majors. She will have to work extra hard and go to summer school to make up the basic requirements.

c. She might be better off if she forgets this theoretical stuff and goes into something useful like nursing.

What does Joan do?

OPTION A-1

She switches to nursing school. STOP

OPTION A-2

She majors in English. STOP

OPTION A-3

She works at a normal pace, but gets poor grades and finally gets discouraged and quits. STOP

OPTION A-4

She works extra hard, goes summers, loses sleep and risks her health, but she gets her degree. (If this choice is made proceed to Group Three)

OPTION B

Joan takes a college prep program with emphasis on the physical sciences. (Proceed to Group Two)

Career Counseling

Joan and Paul are seniors in high school and are starting to think seriously about their future plans. They have done equally well in school. Paul goes in to see his counselor. The counselor is pleased with Paul's record and promises to help him find a good college. He sees to it that Paul takes the proper achievement tests and he writes letters of recommendation. Paul applies to five schools, is accepted at three, and decides to attend a small liberal arts college with an excellent science curriculum. Joan goes in to discuss her future plans with her counselor. His advice might be:

a. With her strong interest in science, Joan should be a nurse.

b. Teaching is a good job for a woman. She can find work whereever her husband is located, she can go back into it when the children are grown, and she will always have something to fall back on if her husband dies.

c. If she really wants to go to college, she should go to _______ because it's close to home; but if she can think of someplace else she'd rather go she should apply there.

d. He helps her choose five colleges that are strong in science, tells her what tests she needs and when the deadlines are, and offers to write letters of recommendation.

What should Joan do?

OPTION A

She goes into nursing. STOP

OPTION B

She decides to be a teacher, even though she has no real desire to teach. She tries for several jobs but is not hired because the schools want men who can double as coaches. Finally, she accepts a job that she's not really satisfied with. What then?

OPTION B-1

She works for three years, but she doesn't enjoy it so she gets married and quits. STOP

OPTION B-2

She works on doing what is expected of her, but feels that she is only a mediocre teacher. (Proceed to Group Six)

OPTION B-3

She is determined to do well so she works extra hard and comes up with some innovations. (Proceed to Group Six)

OPTION C

Joan applies to the college of her choice, but is rejected. The reason, which is not disclosed, is that they have set a quota on females*. Only 175 of the 500 spaces in the entering class are open to women. What does Joan do?

OPTION C-1

She goes to the nearby state college, which is the only one still taking applications. (Proceed to Group Four)

OPTION C-2

She enrolls in a one-year business school. STOP

OPTION C-3

She takes a job as a file clerk. STOP

OPTION D

At least one of the five colleges accepts her. She goes off to the same school Paul goes to and majors in physics. (Proceed to Group Three)

Male/Female Relationships

Paul and Joan are both sophomore physics majors at ______ College. They get to know each other in a lab class and they start hanging around together. They seem to be about equally matched as far as intelligence goes, but one quarter Joan has a higher grade point average. How does Paul react to this?

a. He is on edge and shows hostility whenever the subject of Joan's classwork comes up.

b. He comes right out and says that it is not right for a girl to compete with her boyfriend.

c. He feels a little uncomfortable about going with a girl who can outdo him, but he realizes that he and Joan are two separate individuals and that she is entitled to work at her own pace, regardless of what he does.

How should this affect Joan's behavior?

OPTION A

The relationship suffers and Joan and Paul go their separate ways.

OPTION B

Joan decides to hold herself back so Paul can get ahead. She doesn't speak as much in class. To soothe Paul's feelings, she does his laundry so he can spend more time studying. What then?

OPTION B-1

Joan's grades drop and she is not admitted to graduate school. STOP

OPTION B-2

She decides to marry Paul and get a job as a lab assistant until they have children. STOP

OPTION B-3

She goes to graduate school but remains a step behind Paul. (Proceed to Group Four)

OPTION C

Joan continues to work at her own pace. (Proceed to Group Four)

7

Graduate School

Paul and Joan get married after graduation. Both of them have applied to graduate school in physics. Paul is admitted without question. Joan is admitted only after assuring the department chairman that she is taking birth control pills.* Paul gets a fellowship that covers his tuition, but Joan doesn't because the department doesn't give fellowships to married women.* So Paul and Joan have an economic problem. How can they support themselves?

a. Joan can postpone graduate school and work until Paul is finished.

b. Paul can postpone graduate school and work until Joan is finished.

c. Joan can get a 20 hour job and take more time for a degree.

d. Paul can get a 20 hour job and take more time for a degree.

e. Both of them can work 10 hours and summers and still manage their studies.

What does Joan do?

OPTION A

She postpones graduate school and goes to work to support Paul. Paul takes longer than expected and finishes at 29. What then?

OPTION A-1

Joan starts graduate school at age 28, six years after college and a little stale. (Proceed to Group Six)

OPTION A-2

They decide they had better have children before they're too old, so Joan postpones graduate school until she's 40 and very stale. STOP

OPTION A-3

Joan decides that she's been out of school so long that she just can't start over. STOP

OPTION B

Joan takes a 20 hour job. How does this affect her studies?

OPTION B-1

With the job and the apartment, she hardly has time to do her course work, so she doesn't do very well. (Proceed to Group Five)

OPTION B-2

Joan works extra hard, stays up nights, and does reasonably well. (Proceed to Group Five)

OPTION B-3

Paul does the cooking and housekeeping so they both can find time to study. (Proceed to Group Five)

OPTION C

Joan and Paul both work 10 hours and summers and manage to make it through. Both of them do well in graduate school and finish about the same time. (Proceed to Group Five)

Finding a Job

Paul and Joan are now looking for jobs. They apply at a number of places and have several interviews. They both want to do college or graduate level teaching. The results might be:

a. Paul and Joan get job offers in widely separated cities.

b. Paul gets a job at a university with an anti-nepotism policy: they will not hire members of the same family, so there is no job for Joan.*

c. Paul gets a job at a university with an anti-nepotism policy. The department is impressed with Joan's record, so they offer to bypass the rule by hiring her as a lecturer, a low-paying, untenured position with no opportunity for advancement.

d. Paul gets a job. Joan doesn't because the schools either do not hire women* or they have "a woman" already.

What do they do?

OPTION A

They go where Paul prefers to go. What does Joan do?

OPTION A-1

She accepts the lecturer job. (Proceed to Group Six)

OPTION A-2

She takes a researching job in industry, even though she would much rather teach. (Proceed to Group Six)

OPTION A-3

She teaches an introductory physical sciences course at a nearby junior college, though she would prefer to specialize. (Proceed to Group Six)

OPTION A-4

She has a baby. STOP

OPTION B

They negotiate as a team and accept only jobs of equal status with equal pay. It's hard, but eventually they find satisfactory jobs. (Proceed to Group Six)

Raising Children

Paul and Joan have been working for five years. They are both content in their jobs, but they would also like to have children. Joan gets pregnant and arranges a six month maternity leave. When the baby is five months old, she is ready to return to work. Unfortunately she can't find a good babysitter and there are no public child care services available. What do they do?

a. Joan quits her job and stays home to raise the child.

b. Paul quits his job and stays home to raise the child.

c. They both do their out-of-class work at home and take turns with the baby.

d. Paul works part-time.

e. Joan works part-time and leaves the baby with a sitter while she works.

f. They both leave the baby with a sitter whom they are not very happy with.

g. They leave the baby at a very good private nursery school-child care center, but the fees take up a lot of Joan's salary.

ACTIVITY SEVEN

Career Map (15 minutes)

a. Distribute a sheet of newsprint and a felt-tip pen to each trainee.

b. Give the following directions to the trainees: "Start at the bottom of a page and draw a path which shows the points at which you made career decisions...earliest recall of some careers you thought seriously about."

"Your map might include the points at which you were influenced in career decision making...what recollections do you have that influenced you in your career choice?"

c. Break into small groups and discuss each individual's career map.

d. Post the career maps round the room and then bring the large group back to discuss the maps.

NOTES:

CONCLUSION OF PART II

Distribute reprints of the three articles found on pages II-32 through II-52.

1. "What About Career Education for Girls?" by Edna Mitchell
2. Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work by Sandra L. Bem & Daryl J. Bem
3. "Statistics on the Economic Status of Women Workers"

This is preparatory reading for Part III of the Training Module.

WHAT ABOUT CAREER EDUCATION FOR GIRLS?

Mitchell, Edna. Educational Leadership, December 1972 (Edna Mitchell, Professor, Head of Department of Education, Mills College, Oakland, CA 94613)

"CAREER Education" is the new terminology applied to programs designed to develop an early awareness of varied and related vocational opportunities. Spanning the total school years, kindergarten through high school graduation, career education attempts to provide for greater vocational flexibility in a world of rapid vocational change.

However, the new efforts have not recognized the seriousness of the vocational miseducation for girls. They focus largely upon the idea of work, and its multiple and related forms, without indicating an awareness that sexist prejudices still pervade the entire curriculum and are subtly reflected in the attitudes of the school personnel.

Admitting a girl to a high school shop or drafting course does not constitute a realistic career program which increases aspirations of women. High school is already too late to attempt to break stereotypes drawn from sex roles. From a feminist point of view, effective career education for girls would have to be remedial even in the elementary school. Attitudes limiting women's career opportunities are rooted deep in early childhood. If there is to be an effective change in future vocational roles for women, there must be a concerted effort directed toward parents of preschool children, and elementary teachers, as well as high school counselors and teachers.

Steps have recently been taken to open doors to women in corporations, government, and university faculties. While these steps may be viewed as tokenism on the one hand, they could be useful opportunities to improve the status of women. The irony is that women cannot be offered jobs at these levels until routes leading to such positions are more accessible to them.

There are relatively few women who have "made it" to a highly qualified level, and many of those who have done so are nonetheless caught in the internal conflict and guilt precipitated by an uncertain identity.

The professional level in graduate school is a bitter place to unlock the doors to a woman when she has been socially brainwashed against her own development. The system must be opened up from the preschool through the entire educational system and finally out into an open society.

Sex Stereotypes Begin in the Crib

It is not necessary to document the pervasive social attitude which favors the birth of a boy baby over the birth of a girl. One may protest the truth of such a statement and yet it is more customary to sympathize with families who have only daughters than to communicate with a man who has all sons.

Children become aware of differences in sex roles, and learn which roles are appropriate for them, long before they start to school. Many sex-role patterns have been established by the time a child is two years old. Some important differences between the sexes may very well be biological.[1] Behaviors which seem to be innate, however, need to be carefully interpreted in order to avoid the error of reinforcing old myths based on unexamined folk wisdom.

It is scientifically important to learn in what ways male and female are innately different. Such studies are valuable in learning more about humankind in general. However, the sex differences which emerge do not provide evidence supporting the subordinate, inferior, and dependent role which women in our society have been assigned.

Even Girls Think Boys are Best

Not only are parents' attitudes apparent in a "sex-set" before the baby's birth, but as soon as the child is born its sex influences the way in which it will be treated. Baby boys generally are handled more roughly than baby girls; baby girls are talked to and cooed to more gently; baby boys are encouraged to be independent and energetic explorers while the passive side of girl babies is reinforced.[2]

We take for granted sexual distinctions in color choices (pink and blue), in clothing, and in early toys. Even the toy manufacturers, when informed that girls like Tonka trucks too, refused to change their slogan, "You can't raise boys without Tonka Toys," telling one mother, "...there is a psychological factor involved in that little boys don't want toys that girls can also play with."[3]

Adult attitudes expressed about the importance of the sex of the child during infancy are continued throughout the preschool years, resulting in the development of negative attitudes by both boys and girls toward [illegible] is considered to be female. Several studies have shown that femininity and being female are devalued by both sexes. Boys readily identify with male figures and activities, but girls are less likely to make the same sort of identification with female stereotypes. In fact, women have so internalized the contempt for being female that they may be the worst offenders in subverting their own growth.[4] The self-hate which is characteristic of groups which feel impotent or powerless finds expression in women's contempt for other women.

Examples of this contempt are easily cited. Recent ferment among women employees at the United Nations placed blame on women, rather than on men, for indifference about women's rights.[5] Studies have repeatedly shown that both men and women (but particularly women) rated men as more worthwhile than women, or found that with increasing age both boys and girls had a better opinion of boys and a lower opinion of girls.[6] Women's rejection of the capabilities of their sex was demonstrated further by Goldberg, who had a group of women rate the scholarship in an essay which was signed John McKay and Joan McKay, alternately. Women generally judged the article by John to be scholarly rather than Joan's, although the articles were identical.[7]

Sex stereotypes which begin early are not simply a matter of role differentiation by sex, but they repeatedly show antipathy toward activities or objects viewed as female. Boys learn quickly that to be labeled "sissy" is highly derogatory, but to tell a girl she is a tomboy or "almost as good as a guy" is considered a backhanded compliment. Further, girls who have been tomboys are found to be much more likely to be successful as creative, self-reliant women.[8]

However, even girls who are successful tomboys learn self-defeating attitudes early. Baumrind makes the following assessment:

> It is common in the public school setting for boys from about age six to 13 to put girls down, and each other for playing with girls. Few girls protest, believing that this is how it has to be. Teachers almost never interfere or present an opposing viewpoint. Beginning readers show girls and boys playing with different toys, and men working while women stay at home. Physical education is segregated by sex, although in the early elementary school years much overlap exists between boys and girls in athletic skills. Somewhat later boys are offered woodworking and machine shop classes, while girls are offered child care, sewing, and cooking classes. Thus the traditional division of labor by sex, reinforced by textbooks, teachers, and counselors, is as discriminatory as a similar division by ethnic group.[9]

Parents are clear in their expectations of higher achievement for boys than for girls. By adolescense girls have learned to equate intellectual achievement with loss of femininity.[10] Academic success and intellectual superiority in competition with men are often sources of guilt for the adolescent girl who may be achievement motivated but who also wants to be sexually attractive.

Girls learn to rely almost solely on expressive competence and are incompetent in instrumental skills or those skills considered essential for achievement in our society.[11] Instrumental skills which are valued and nurtured in the male and which have survival value for either sex, are assertiveness, rationality, and independence.

Recommendations for Career Education

Solutions to the miseducation of girls which can be implemented through new career curricula in the schools should include some, if not all, of the following strategies:

1. A plan should be developed and implemented in each school for examining the nature of the school experience in order to identify the subtle ways in which girls are being restricted in their achievements specifically by sex stereotypes. All teaching materials should be examined for possible sex discrimination and appropriate steps should be taken to eliminate the discriminatory impact of that material.

In the case of textbooks and reading materials, children can be alerted to the narrow interpretation of roles offered in such books. At the same time, schools should make efforts to eradicate feminine stereotypes from school textbooks. In the case of toys and manipulative materials, both sexes can learn to use materials traditionally designed for boys or just for girls. If this cannot be done, the material should be eliminated from the classroom.

2. Workshops and in-service training sessions for teachers should be designed to focus attention on the pervasiveness of sex stereotyping. Deliberate steps should be presented to sensitize teachers and enable them to avoid repetition of the old patterns of expectancies set for both males

and females.

3. Change within the curriculum itself should include two aspects: (a) sections about the changing status of women and material from women's studies should be incorporated in the social science curriculum, and (b) deliberate techniques should be taught to enable teachers to help girls develop instrumental competency.

More attention should be given to girls' use of thought, logic, and problem-solving techniques and less reinforcement should be given to rote memorization and verbal facility. Perhaps girls should be deliberately exposed to experiences which try to raise their abilities to tolerate frustration, anxiety, and criticism. Discussion techniques should be explored in classroom groups which could expose girls to verbal conflict, disagreement, and even hostility in a way which would help them learn how to face difficult interpersonal relationships without resorting to traditional feminine behaviors of withdrawal acquiescence, passive submission, or emotional irrelevancies.

4. Special efforts should be made in the elementary school to draw into the school women who have achieved in various fields. Women in science, politics, medicine, and business, for example, could be invited as leaders in workshops, seminars, or as resident scholars. Whenever possible, these women should be representative of those who are combining serious careers with the roles of wife and mother.

5. Parent education, focusing on the issue of improving opportunities for the full development of girls' potential, should be sponsored by the school as early as the kindergarten.

6. Finally, high school counselors should be given special professional training for the elimination of discrimination against girls in vocational and educational counseling. This writer's own research on the

aspirations of high school seniors dramatically indicated the depressed level of aspiration in general among girls regardless of class rank, socioeconomic status, or academic ability.[12] We look not only to the schools to aid in the liberation of women but also to the government for legal support, to society for social awareness, and to women themselves for sustained effort. However, it is through education that we expect the greatest impact. Pat Minuchin expressed it well when she wrote:

> ...It seems evident that the nature of schooling, from the earliest years on, shapes the capacities and strengths of the growing female. If we are to understand such forces, we shall probably have to look at schools in all their complexity, as small societies and total educational environments, rather than at specific pieces of curriculum for teaching one point or another. And if we are to implement on any sizeable scale a kind of educational experience that equips young women to choose, fight for, and carry out personally meaningful life patterns, we may need to make dramatic changes in the prevailing organization of many schools: the values they represent, the relationship they foster, and the form and control of the learning experiences they offer.[13]

FOOTNOTES

[1] Jerome Kagan. Change and Continuity in Infancy. New York: John Wiley & Sons, Inc., 1971; J. Kagan. "The Emergence of Sex Differences." School Review 80: 217-27; 1972, G.D. Mitchell. "Attachment Differences in Male and Female Infant Monkeys." Child Development 39: 611-20; 1968; Eleanor E. Maccoby. "Sex Differences in Intellectual Functioning." In: The Development of Sex Differences. Stanford, California: Stanford University Press, 1966. pp. 27-28.

[2] Florence Howe. "Sexual Stereotypes Start Early." Saturday Review 54 (4): 76ff; October 16, 1971; Michael LeWis. "Parents and Children: Sex Role Developments." School Review 80: 229-40; 1972.

[3] Judith Hole and Ellen Levine. Rebirth of Feminism. New York: Quadrangle Books, 1971.

[4] Philip Goldberg. "Are Women Prejudiced Against Women?" Transaction 5: 28-30; April 1968; E. Keniston. "An American Anachronism: The Image of Women and Work." American Scholar 33: 255-75; 1964.

[5] Kathleen Teltsch. "At the U.N., Polite Feminism." New York Times, April 25, 1972, p. 48.

[6] S. Smith. "Age and Sex Differences in Children's Opinion Concerning Sex Differences." Journal of Genetic Psychology 54: 17-35; 1939.

[7] Goldberg. op. cit., p. 30.

[8] Ravenna Helson. "Childhood Interests Related to Creativity in Women." Journal of Consulting Psychology 29: 352-61; 1965.

[9] Diana Baumrind. "From Each According to Her Ability." School Review 80: 166; 1972.

[10] Ibid., p. 165.

[11] Ibid., pp. 161-97.

[12] Daniel Levine, Edna Mitchell, and Robert Havighurst. Opportunities for Higher Education in a Metropolitan Area: A Study of High School Seniors in Kansas City 1967. Bloomington, Indiana: Phi Delta Kappa Press, 1971.

[13] Patricia Minuchin. "The Schooling of Tomorrow's Women." School Review 80: 207; 1972.

TRAINING THE WOMAN TO KNOW HER PLACE: THE SOCIAL ANTECEDENTS OF WOMEN IN THE WORLD OF WORK

Bem, Sandra L., and Bem, Daryl J. Division of Pupil Personnel Services, Bureau of Instructional Support Services, Pennsylvania Department of Education, Third Printing, 1975 (Reprinted by permission of Sandra L. Bem, Department of Psychology, Uris Hall, Cornell University, Ithaca, New York 14853)

Preparing for the Future: The Role of the Guidance Counselor

No one can predict the future with certainty, but a number of trends are now emerging which will ultimately make it possible for women to achieve equality in the world of work. New laws are ending sex discrimination in employment; and increasing numbers of both men and women are becoming sensitized to the more subtle forms of prejudice and discrimination which derive from America's sex-role ideology. Coming years will see the establishment of child care centers, either attached to universities and other large-scale organizations or sponsored by the government. And, concern about population growth will discourage young women from looking to childbearing as their primary means of fulfillment. No longer will "another child" be an acceptable solution to the emptiness a mother must face when her earlier children go off to school. Accordingly, women will look increasingly to the world of work for personal fulfillment. We already know that a college education increases the likelihood of a woman's working; and as more and more women obtain higher education our society will begin to feel even more painfully the strains of a labor pool overqualified for clerical and domestic work. Furthermore, as today's idealistic young men and women start families of their own, the equalitarian marriage is likely to become commonplace rather than radical. In addition, part-time work is likely to become increasingly available, both for women and for men. Finally, the visibility of the "women's liberation" movement will accelerate every one of these trends. Indeed, we predict that equality between the sexes will be the dominant social issue of the 1970's.

The guidance counselor is strategically placed either to act as a catalyst for these forces or to counsel young men and young women into a stereotype of work and family which no longer matches reality. Because most adolescents are not yet sensitive to these trends and because young girls have already learned to limit their horizons to home and family, the guidance counselor must be prepared to act as a social change agent.

If we truly believe that every young person should be free to pursue whatever vocation he or she desires, if we really believe that the counselor's function is to help the young person to make an informed choice from among a wide panorama of possibilities, then we must once again come face to face with the fact that our society's sex-role ideology has already drastically reduced the number of alternatives that the female adolescent is psychologically prepared to consider. Her so-called "freedom of choice" is illusory. The counselor must take responsibility for awakening young women to an entire spectrum of new possibilities.

It is not sufficient merely to inform women that their horizons need not be limited in this way, that women are now being accepted--even recruited--into professions that previously were closed to them. The psychological effects of their sex-role conditioning will not vanish that easily.

What is required is far more revolutionary. What is required is the beginning of a thorough re-education. Every female adolescent must be encouraged to question the role of "woman" that she has assimilated from her parents and from her culture. Every girl who has ever hidden her intelligence for fear of losing her popularity has already experienced in miniature the psychological conflicts that lead women to anticipate disaster if they--or any women--should come out ahead of some man academically or professionally. These girls must be forced to confront this sex-role schizophrenia when it first appears. The conflicts must be recognized if a woman's potential for self-fulfillment is ever to be realized.

What Can A Guidance Counselor Do?

(1) Prepare the way for an "identity crisis."

College counselors report that about age 18, men undergo an "identity crisis." That is, they begin to ask themselves the following kinds of questions: "Who am I? What do I want to become? What occupation will I find most fulfilling? What style of life is really me?" This re-evaluation of previously unexamined assumptions about themselves has long been recognized by psychologists as a prerequisite for full maturity.

But among college women, identity crises are conspicuously absent. Because our society provides ready-made answers for women "You will be John's wife and Mary's mother"--young women see no need to ask these kinds of questions. If women are ever to discover their own identities, if women are ever to live up to their own potential, they must be forced to question the adequacy of these ready-made answers as early as possible.

We recognize that counseling theory generally discourages the attempt to restructure the counselor's current value system. But to avoid challenging the framework of today's female adolescent is to abdicate responsibility for women in the 1970's. No female in our society today is free to make a truly personal choice regarding vocation or life style until she has begun to question society's ready-made values and priorities.

Whether she begins to take herself and her work-life seriously at 18 or not, decisions which are intimately bound up with "woman's place" will recur again and again in her life. Should she drop out of college in order to put her husband through medical school? (Would he be expected to do the same for her?) Should she quit her job when the children are young? (Couldn't she and her husband each arrange to work part-time?) Should she do all the household chores even though both she and her husband work eight-hour days? Should she leave her job or school because her husband has a better job offer in another city? The adolescent still has all of her major life decisions ahead of her. She must be encouraged to critically examine the role of "woman" now--before she finds herself trapped by relatively irreversible decisions about education, marriage, and children. The decision she makes tomorrow may not change, but a process of serious self-examination will reverberate throughout the many decisions she makes over the course of her lifetime. It may lead her, at 35, to apply to medical school rather than to secretarial school.

We suggest that this process can best be facilitated through a course on the role of women and the nature of America's sex-role ideology. Such a course (or series of group discussions) would place America's sex-role practices into historical, anthropoligical, sociological, and psychological perspective. It would sensitize women to their own sex-role conditioning, and it would provide a forum in which they could begin to examine their own incipient conflicts about whether it is possible for a woman to be successful both professionally and socially.*

Professional women--both from within the school and from the surrounding community--should be invited to participate in the course and to discuss their personal experiences. Women active in the struggle for equal rights--members of the National Organization for Women (NOW) and the Women's Equity Action League (WEAL), for example--should be invited to discuss the nature of discrimination against women and the steps being taken to end that discrimination. In addition, undergraduate women on college campuses across the country are eager to have the opportunity to talk to high school girls about the changes they have undergone and the conflicts they have felt. This is potentially the most credible and persuasive group of all. Contact the college YWCA or NOW group on the campus nearest you.

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*Colleges and universities have been preparing courses like these. For suggested curriculum materials, write KNOW, 726 St. James Street, Pittsburgh, PA 15232.

Women desperately need to have successful role models available to them as they begin to make their life decisions. At the moment, the only adult role models most of them have ever seen are teachers, nurses, secretaries, librarians, sales clerks, and mothers. As noted earlier, mothers who work have daughters who want to work. The power of a positive role model is not to be underestimated.

Finally, the subject of women's roles should begin to crop up fairly regularly in the school. Pamphlets from the Women's Bureau of the Department of Labor should be easily accessible. Teachers should be encouraged to devote a unit of English, or History or Sociology to the subject of women. Students should be encouraged to write papers on the topic. Perhaps one P.T.A. meeting could be set aside for a speech on the subject (both the National Organization for Women and the Women's Equity Action League have Speakers' Bureaus for just this purpose). New books on the women's liberation movement are being released every day. These books should be displayed prominently in the school library. On career days, professional women should be sought to represent occupations generally considered the province of men. Finally, interested students themselves should be consulted for suggestions about school programs on the subject.

(2) When counseling women, don't be "realistic."

Too many bright women are counseled away from professions that would really challenge them and into paths that are considered to be "more realistic" for a woman. Similarly, whereas gifted boys are inevitably encouraged to attend the best colleges, regardless of geographical location, girls of equal intelligence are often packed off to "good" local schools because they will "just be getting married anyway." And women who are not planning to attend college are rarely encouraged to consider training for relatively high paying jobs as electricians or plumbers, despite the fact that the 1964 Civil Rights Act prohibits discrimination in employment on the basis of sex.

Even more to the point, because it is true that most girls grow up to be wives and mothers, counselors have consistently urged female adolescents to plan for a life of "multiple roles." The ever present, never-questioned assumption that the woman's work-life would be characterized by discontinuity, compromise, and coordination has effectively prevented women from aspiring toward challenging, long-term commitments in fields like law or medicine or science or politics. It has forced women to consider seriously only those occupations which do not involve lengthy training and which allow for discontinuous employment, i.e., secretary or nurse or teacher.

Again we ask: Why is it the wife who must be responsible for running the household? We recognize that a fully equalitarian relationship may seem very radical. But just as most girls grow up to be wives and mothers, so, too, do most boys grow up to be husbands and fathers. Even if a couple decided that their relationship is not going to be fully equalitarian, there is still no reason for the woman to be the only one who has to worry about coordinating family with career.

There is a temptation for counselors to make two kinds of errors in guidance of young girls: either they treat girls exactly like boys, without recognizing that the number of alternatives psychologically open to them must be drastically expanded; or they treat girls like future wives and mothers who must "realistically" plan for the discontinuity, compromise, and coordination necessary in a life of multiple roles. Perhaps it is time we recognized that men also play multiple roles. Perhaps it is time we worried a bit less about the girl's future role as wife and mother, and worried a bit more about the boy's future role as husband and father. Perhaps it is time we encouraged the young boy to think more about how he was going to coordinate his career with home and family.

There is at least one other group in our society which has suffered the consequences of "realistic" advice. Many black men and women are now justifiably bitter that they are not in a position to take advantage of newly opening opportunities because high school teachers and counselors guided them away from academic courses and into vocational ones.

> "Don't misunderstand me now. We all here like you, you know that. But you've got to be realistic about being a nigger. A lawyer--that's no realistic goal for a nigger. You need to think about something you can be. You're good with your hands... Why don't you plan on carpentry?"
>
> High School English teacher to Malcolm X
> From the Autobiography of Malcolm X, p. 36.

The moral is clear. It is better to prepare a woman for a career which she may later decline than to prematurely limit her capabilities. The best counseling is that which leaves open the largest spectrum of possibilities. A nuclear physicist can easily become a clerk-typist if she (or he) so decides; the reverse path is known to be more difficult.

(3) Remove sources of sex-role stereotyping within the school.

Courses in cooking and sewing prepare women for homemaking. Courses in typing, bookkeeping, and shorthand prepare women for clerical work. But these are only two of the many occupations that a woman might choose to pursue. Women must not be guided into these courses just because they are women. And to require such courses of women--but not of men--is blatant discrimination which perpetuates the second-class status of women in our society.

* * * * *

Our culture forces female adolescents to spend an inordinate amount of time thinking about their adequacy as women. It is time for guidance counselors to deflect some of that energy into concern for their adequacy as human beings.

STATISTICS ON THE ECONOMIC STATUS OF WOMEN WORKERS*

1. Wage or Salary Income of Full Time Year-Round Workers, by Sex

Year	Median Wage or Salary Income		Women's Median Wage or Salary Income as a % of Men's
	Women	Men	
1955	$2719	$4252	63.9
1960	3293	5417	60.8
1965	3823	6375	60.0
1968	4457	7664	58.2

2. Earnings of Full Time Year-Round Workers, by Sex, 1968

Earnings	% of Women Workers	% of Men Workers
Total	100.0	100.0
Less than $3000	20.0	7.5
$3000 to $4999	40.0	12.6
$5000 to $6999	26.0	21.3
$7000 to $9999	10.9	30.9
$10,000 to $14,999	2.5	19.5
$15,000 and over	.4	8.2

3. Median Wage or Salary Income of Full Time Year-Round Workers by Sex and Selected Major Occupational Group, 1968

Major Occupation Group	Median Wage or Salary Income		Women's Median Wage or Salary Income as a % of Men's
	Women	Men	
Professional and technical workers	$6691	$10,151	65.9
Nonfarm managers, officials, and proprietors	5635	10,340	54.5
Clerical workers	4789	7,351	65.1
Sales workers	3461	8,549	40.5
Operatives	3991	6,738	59.2

continued

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*Current Population Reports. Bureau of Census: U.S. Department of Commerce.

STATISTICS ON THE ECONOMIC STATUS OF WOMEN WORKERS (continued)

4. Median Annual Salaries of Full Time Employed Civilian Scientists by Field, 1968

Field	Median Annual Salary	
	Total	Women
All Fields	$13,200	$10,000
Chemistry	13,500	9,000
Earth and marine sciences	12,900	9,500
Atmosphere & space sciences	13,400	11,300
Physics	14,000	10,200
Mathematics	13,000	9,400
Computer sciences	14,100	11,800
Biological sciences	13,000	9,900
Psychology	13,200	11,500
Statistics	14,900	12,000
Economics	15,000	12,000
Sociology	12,000	10,000
Anthropology	12,700	11,000
Political science	12,000	9,700
Linguistics	11,500	9,600

Source: National Science Foundation, National Register of Scientific and Technical Personnel, 1968. Worksheet from Women Studies, Board of Education of the City of New York, Office of Instructional Services, 131 Livingston Street, Brooklyn, New York 11201.

QUOTATIONS, STATEMENTS AND DATA*

Purpose: Motivation, discussion, further inquiry and research.

Black women are the lowest paid members of the work force; a black man with an eighth-grade education has a higher median income than a black woman with some college education.

Spanish-speaking women are somewhat alienated from Women's Liberation.

Los Angeles Black Activist Althea Scott says, "White women liberationists talk about the difficulties of getting into graduate or professional school. We talk about getting jobs in the five and ten. We're on the nitty-gritty level. Just let black women struggle at their own rate. They'll see they are women."

Journalism

1971 - 44 percent of journalism students were women.
1951 - 35 percent of journalism students were women.
1971 - 35 percent of editorial personnel on American newspapers were women.
1950 - Approximately same as 1971.
1971 - 45 percent of 5,941 "professional" employees on magazines were women. (Most of these women work for women's magazines.)

Courts

1972 - No woman justice on the Supreme Court.
1972 - Among 97 federal appeals court judges, there was 1 woman.
1972 - Of 402 federal district court judges, 4 are women.

Government

1972 - Of 93 federal district attorneys, all are men.

Law Students

1971 - 9.3 percent of total number of law students were women.
1960 - 3.6 percent of total number of law students were women.

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*"Quotations, Statements and Data," Today's Changing Roles: An Approach to Non-Sexist Teaching, November 1973, pp. 86-88. National Foundation for Improvement of Education. Permission granted by the National Foundation for Improvement of Education.

Lawyers

1972 - 2.8 percent of lawyers are women.
9000 women lawyers out of total 325,000
1962 - In West Germany, 33 percent of lawyers were women.
In Russia 36 percent of lawyers were women.

Law Enforcement

1972 - 1.5 percent of police forces in U.S. were women. In NYC, Gertrude Schimmel was first Police Captain and Deputy Inspector.

Crime

Women commit far fewer serious crimes than men.
1970 - 1,058,169 arrests of men.
1970 - 215,614 arrests of women.
1970 - 3 to 4 percentage of prisoners in federal and state prisons are women.

Education

1970 - 50.5 percent of total graduated from high school were girls.
1970 - 41 percent of college enrollment are women.
1970 - 59 percent of college enrollment are men.

Graduate Degrees

1971 - Women received 40 percent of M.A.'s
1971 - Women received 43 percent of B.A.'s

Teaching

1971 - 85 percent of elementary teachers were women, 21 percent were principals.
1970 - 20 percent of college and university faculties were women.

Salaries

1970 - Average annual income of college-educated women over 25 is $5,125 less than a similarly educated man.
1970 - Average annual income of high school educated over 25 is $3,987 less than a man with the same diploma.

Medicine

1971 - 7.6 percent of 345,000 doctors were women.
1961 - 6.0 percent of 260,000 doctors were women.
1971 - 1 percent of surgeons were women.
    20 percent of pediatricians were women.
    13.8 percent of anesthesiologists were women.
    12.9 percent of psychiatrists were women.
    6.8 percent of obstetricians were women.
    5.2 percent of internists were women.

Medical Students

1971 - 13.5 percent of incoming medical students were women.
1968 - 9 percent of incoming medical students were women.
1961 - 7 percent of incoming medical students were women.

Income

1970 - Average female employee earned 59 percent as much as similarly employed male.
1955 - Average female employee earned 64 percent of wages paid to a similarly employed man.
1971 - 7 percent of women at work earned $10,000 or more per year.
    40 percent of men at work earned $10,000 or more per year.

BIBLIOGRAPHY OF ADDITIONAL MATERIALS

1. The Counseling Psychologist
Counseling Women I, Volume 4, No. 1, 1973
Division of Counseling Psychology of the American Psychological Association
Washington University, Box 1180
St. Louis, MO 63130
single issues $4.00

2. The Counseling Psychologist
Counseling Women II, Volume 6, No. 2, 1976
Division of Counseling Psychology of the American Psychological Association
Washington University, Box 1180
St. Louis, MO 63130
single issues $4.00

3. The Counselor and the Feminine Protest
ERIC, Counseling and Personnel Services Information Center
The School of Education
The University of Michigan
Ann Arbor, Michigan 48104
$2.00, December 1971, CG 400-034

4. Dual Careers
R&D Monograph, Volume 4, No. 21, 1977
U.S. Dept. of Labor, Employment and Training Administration
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

5. Expanding Career Horizons
Joann M. Steiger and Arlene Fink
1977
State Board of Education
Illinois Office of Education

6. The Minority Women Employment Program: A National Demonstration Project to Facilitate Entry of Minority Women into Managerial, Professional, and Technical Occupations
Robert W. Glover & Paula S. Greenfield
Volume II, November, 1976
Center for the Study of Human Resources, University of Texas at Austin
107 W. 27th Street, Austin, TX 78712
(512) 471-7891

7. Sex Stereotyping and Occupational Aspiration: An Annotated Bibliography
Bibliography Series No. 29 (Anne E. Stakelon and Joel H. Magisos)
The Center for Vocational Education, The Ohio State University
1960 Kenny Road, Columbus, OH 43210
October, 1975

8. Window Dressing on the Set: Women and Minorities in Television
August, 1977
Report of the U.S. Commission on Civil Rights
1121 Vermont Avenue, N.W.
Washington, D.C. 20425

9. Women in the Work Force: Follow-up Study of Curriculum Materials
Louise Vetter, Alice J. Brown, Barbara J. Sethney
R&D Series, No. 102, 1975
The Center for Vocational Education
The Ohio State University
1960 Kenny Road, Columbus, OH 43210

10. Women's Work
Volume 3, No. 5, September/October 1977
Women's Work, Inc.
1302 18th Street, N.W., Suite 203
Washington, D.C. 20036

11. Years for Decision: A Longitudinal Study of the Educational and Labor Market Experience of Young Women
R&D Monograph 24, Volume 3
U.S. Department of Labor
Employment and Training Administration
Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402
Stock Number 029-000-00258-4, Price $2.20

REFERENCES

1. Report: The Attitudes of Adolescent Girls Toward Vocational Education
Principal Investigator: Marianne H. Mitchell
Project Number 13-76-C14, June 1977
State Board of Vocational & Technical Education
401 Illinois Building, 17 West Market Street
Indianapolis, IN 46204

2. Sexism in Education
Third Edition, Revised, August 26, 1973
The Emma Willard Task Force on Education
Box No. 14229
Minneapolis, MN 55414

3. When I Grow Up, I Want to be Married & Will Marriage Turn You on in Fifty Years?
YWCA Vocational Readiness Package (designed as week long program) 1972
YWCA Los Angeles, 1215 Lodi Place
Los Angeles, CA 90038

AUDIO VISUAL MATERIALS

Hey, What About Us?

Depicts level of job satisfaction of those who do not attend college after high school. Probes functions of school counselors, training classes in industry, employment agencies, and role of the military.
57 minutes, black/white

Audio Visual Center, Indiana University, Bloomington, IN 47401

Jobs for Women: Where are you going, Virginia?

Explains through the experiences of an 18-year-old girl who lacks a high school diploma, how to go about getting a job. Emphasizes that one must plan a course of action, develop the needed skills and ask for help from community and commercial agencies.
12 minutes, color

Audio Visual Center, Indiana University, Bloomington, IN 47401

Seek A Wider Vision

An excellent slide/tape presentation developed by Purdue University on vocational aspirations for females. Information may be obtained regarding use of this slide/tape unit from:

Ms. Betty Nelson
Assistant Dean of Students
Purdue University
W. Lafayette, Indiana

Part III: ACTION

Objective One

--to acquanit the trainee with the present state of vocational education, as well as future trends.

Objective Two

--to assist the trainee in examining implications of vocational education for counseling.

Content

The intent of this section is to provide information for the trainee concerning the current trends in vocational education and the implications which these trends have for the future. Special attention will be focused on the specific role of the counselor in working with other helping agents such as federal sources, employment offices, union officials, community personnel and individual families, in an attempt to foster the best counseling program possible for vocational education.
NOTE: The preparation needed for these activities has to be carried out well in advance, in fact, prior to class use of training manual!

Time Required

Approximately two and one half to three hours.

Physical Setting and Materials

Panel visits will need U-shaped arrangement of tables for participants; cassette recorder, pad of newsprint 18" x 24" and felt-tip pens and masking tape. Also, reprints of three articles, pages II-32 through II-52 will be necessary.

Activities

Total of eight: one school visit, two panel discussions, one class activity, and three home assignments; an optional AV assignment.

Activity	Time/Minutes	Page
1. Vocational High School Visit	40	III-2
2. Panel Visit One	40	III-3
3. Panel Visit Two	40	III-4
4. Non-traditional Vocation	Home + 30 min. in class	III-5
5. Information Unit One--Vocational	Home	III-6
6. Information Unit Two--Legislation	Home	III-7
7. Information Unit Three--AV Materials	Optional	III-10
8. Written Assignment	Home	III-11
Bibliography of Additional Materials		III-12
References		III-14
Audio-Visual Materials		III-15

ACTIVITY ONE

Local Vocational High School Visit (40 minutes)

Make arrangements for the trainees to visit the local vocational high school in your area. Trainees will prepare reports which will cover curriculum and program exploration by:

a. obtaining curriculum guides and other pertinent literature which is available from the school describing its programs.

b. interviewing students in the program (i.e., girls in non-traditional subjects and boys in non-traditional subjects; girls--auto mechanics; boys--home economics).

c. interview vocational education teachers. Explore attitudes regarding girls in the various programs.

See Cracking the Glass Slipper, Peer's Guide to Ending Sex Bias in Your Schools, Review Guide for Vocational Education.

Write to: Holly Knox, Project Director
PEER
1029 Vermont Avenue, N.W., Suite 800
Washington, D.C. 20005
(202) 332-7337

for specific suggestions regarding what to observe in a vocational education program which might further eliminate sexism.

Follow-Up to School Visit

Using the group methods described in Parts I and II, have each group present a report to the class describing the details of their findings. These reports could be prepared as an out-of-class assignment.

"MY IMPRESSIONS OF VOCATIONAL EDUCATION OPPORTUNITIES FOR ADOLESCENT GIRLS"

NOTES:

ACTIVITY TWO

Panel Visit One (40 minutes)

As a second follow-up to Activity One, the trainees will arrange for a panel of vocational education teachers to speak to the counseling class. They will be asked to discuss vocational development for adolescent girls. Attitudes will be explored, trends noted and programs described.

NOTES:

ACTIVITY THREE

Panel Visit Two (40 minutes)

As a third follow-up to Activity One, the trainees will arrange for a panel of girls currently enrolled in non-traditional vocational education programs to speak to the counseling class. The girls will be asked to discuss:

a. What was it that prompted their interest in the class?

b. Who gave them information about the class?

c. Were they ever discouraged from participating in the class?

d. What attitudes did they experience from the boys in their classes? Were they helpful, scornful, teasing, supportive, etc.?

e. What were the benefits for them from these classes?

f. What suggestions could the panel make which would be useful to future participants in these classes?

NOTES:

ACTIVITY FOUR

Presentation of a Non-traditional Vocation (30 minutes)

Trainees will be assigned a take-home task of developing a presentation concerning a non-traditional vocation that the counselor might present (hypothetically) to a female client, i.e., telephone installation, welder, auto mechanic, electrician, plumber). The trainees can use resources such as the Dictionary of Occupational Titles, Department of Labor Information, union publications, etc. Trainees will bring their presentation to class. The class will break into small groups. Trainees will use large sheets of newsprint to "advertise" the job!! Advertisements will be posted and discussed in the large group.

NOTES:

ACTIVITY FIVE

Information Unit One - Vocational Information

Trainees will develop a resource file which describes community, state and national resources containing vocational information for adolescent girls. This resource file will provide material that the trainee can use in the future when he/she needs the information to give vocational counseling to adolescent females.

Suggested Sources

Department of Labor
Department of Health, Education and Welfare
United States Office of Education
National Institute of Education
Federal/State Civil Service Bureau
State/Local Employment Offices
Local Union Officials
American Association of University Women
Phi Delta Kappa
Pi Lamda Theta
NOW (National Organization for Women)
Urban League
H.U.D. (Housing and Urban Development)
National Vocational Guidance Association

Check also, commercial resources.

NOTES:

ACTIVITY SIX

Information Unit Two - Legislation

Trainees will develop a chart explicating current legislation* that is pertinent to women in the work force.

Suggested Sources:

Youth Employment and Demonstration Projects Act, 1976
U.S. Department of Labor
Employment & Training Administration
Office of Youth Programs
Washington, D.C. 20213

Equal Rights Amendment
"The Equal Rights Amendment, A Lifetime Guarantee"
The American Civil Liberties Union
22 East 40th Street
New York, NY 10016

Equal Opportunity Act
Affirmative Action
Women's Educational Equity Act (WEEA)
passed as part of the Special Projects Act of the Education Amendments of 1974, Public Law 93-380

Chart: Federal Laws and Regulations Concerning Race and Sex Discrimination in Educational Institutions, June 1973.
Prepared by the Resource Center on Sex Roles in Education
NEA Stock No. 385-11700

NOTES:

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*An example of possible headings and relevant legislation is provided in chart form entitled "An Example of a Chart Showing Federal Laws and Regulations Concerning Race and Sex Discrimination in Educational Institutions, pages III-8 and III-9.

AN EXAMPLE OF A CHART SHOWING
FEDERAL LAWS AND REGULATIONS CONCERNING RACE AND SEX DISCRIMINATION IN EDUCATIONAL INSTITUTIONS

Questions and Topics	Title VI of the Civil Rights Act of 1964	Title VII of the Civil Rights Act of 1964 as amended by the Equal Employ. Opport. Act of 1972	Executive Order 11246 as amended by 11375	Equal Pay Act of 1963 as amended by the Education Amendments of 1972	Title IX of the Education Amendments of 1972	Title VII (Section 799A) & Title VIII (Section 845) of the Public Health Service Act
Effective Date						
Which institutions are covered?						
What is prohibited?						
Exemptions from coverage						
Who enforces the provisions						
How is a complaint made?						
Who can make a complaint?						
Can investigations be made without complaints?						
Enforcement power and sanctions						
Can back pay be awarded?						
Affirmative action requirements						

AN EXAMPLE OF A CHART SHOWING FEDERAL LAWS AND REGULATIONS CONCERNING RACE AND SEX DISCRIMINATION IN EDUCATIONAL INSTITUTIONS

(continued)

Questions and Topics	Title VI of the Civil Rights Act of 1964	Title VII of the Civil Rights Act of 1964 as amended by the Equal Employ. Opport. Act of 1972	Executive Order 11246 as amended by 11375	Equal Pay Act of 1963 as amended by the Education Amendments of 1972	Title IX of the Education Amendments of 1972	Title VII (Section 799A) & Title VIII (Section 845) of the Public Health Service Act
Confidentiality of names						
For further information contact						

ACTIVITY SEVEN

Information Unit Three - Audio Visual Materials

Groups of trainees will simulate a possible presentation which would be made to their future adolescent clients using available AV materials.

NOTES:

ACTIVITY EIGHT

Written Assignment

Trainees will read and critique six articles dealing with the relationship between counseling and guidance, and vocational education.

NOTES:

BIBLIOGRAPHY OF ADDITIONAL MATERIALS

1. The Allocation of Training Resources in the WIN Program. Bradley R. Schiller, September 14, 1973; College of Business and Public Administration, Department of Economics, University of Maryland, College Park, MD 20742.

2. Career Education Resource Guide, General Learning Corporation, New York, 1972.

3. "Career Exploration for High School Women: A Model" by Janice M. Birk, & Mary Faith Tanney. American Personnel and Guidance Association, Regional Convention Presentation at Atlanta, May 24, 1973. Birk and Tanney, University of Maryland.

4. Counselor's Guide to Manpower Information, Bureau of Labor Statistics, U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C. 20402, (1968) $1.00

   NOTE: The U.S. Bureau of Labor Statistics does publish a bi-annual report called New Publications which may provide supplemental information useful for counselors.

5. The Effects of School Curriculum on Young Women. John T. Grasso, West Virginia University, Office of Research and Development, 17 Grant Avenue, Morgantown, WV 26505.

6. "Future Directions for School Guidance Programs" by Robert L. Gibson; Viewpoints in Teaching and Learning, Vol. 54, No. 1, (January 1978) p. 1. School of Education, Indiana University.

7. The Minority Women Employment Program: A National Demonstration Project to Facilitate Entry of Minority Women into Managerial, Professional and Technical Occupations. Volume 1, November 1976, by Robert W. Glover and Paul S. Greenfield. Center for the Study of Human Resources, 107 West 27th Street, The University of Texas at Austin, Austin, TX 78712; (512) 471-7891.

8. PEER, Project on Equal Education Rights, NOW Legal Defense and Education Fund, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005 (202) 332-7337) Numerous publications.

9. "Planning Ahead for the World of Work." The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

10. "Sex of Client and Sex and Experience Level of Counselor." Clara E. Hill, Journal of Counseling Psychology, Volume 22, No. 1, January 1975, pp. 6-11.

11. "Sex Role Stereotypes and Clinical Judgements of Mental Health," Inge K. Broverman, Donald M. Broverman, Frank E. Clarkson, Worcester State Hospital; Paul S. Rosenkrantz, Holy Cross College; and Susan R. Vogel, Brandeis University. Journal of Counseling and Clinical Psychology, Vol. 34, No. 1, 1970, pp. 1-7.

12. "Some Guidelines for Reducing Systematic Biases in the Delivery of Vocational Services" John L. Holland, Measurement and Evaluation in Guidance, Vol. 6, #4, January, 1974.

13. Women and the Economy: A Bibliography and a Review of the Literature on Sex Differentiation in the Labor Market. March, 1975. Available from National Technical Information Service, Springfield, VA 22151.

REFERENCES

1. "Statistics on the Economic Status of Women Workers," Today's Changing Roles: An Approach to Non-Sexist Teaching, 1974, p. 84. The National Foundation for the Improvement of Education, Suite 918, 1156 15th Street, N.W., Washington, D.C. 20005.

2. Suggested Projects for Providing A Coordinated Supervised Program. Compiled by Hancock County and disseminated by Project EVE of Northwest Educational Cooperative, Arlington Heights, Illinois. This is a listing of 59 suggested activities to assist students, at any grade level, in their understanding of the world of work.

3. "Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work." Sandra L. Bem and Daryl J. Bem, 1975. Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126.

4. "What About Career Education for Girls?" by Edna Mitchell, Educational Leadership, December 1972, 30: 233-6.

AUDIO VISUAL MATERIALS

Legal Rights of Women Workers

The Women's Bureau of the U.S. Department of Labor
Order Section, National AV Center
General Services Administration
Washington, D. C. 20409

6 minutes Cartoon drawings to explain women's rights.

Non-traditional Careers for Women

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle
New York 10802

Filmstrip Also includes a short history of women's role in the United States

APPENDIX A

Following in Appendix A are suggested projects for providing a coordinated supervised program in career education. The suggestions are numerous and varied. It was thought that these suggestions might be helpful for trainees to use once they are "on-the-job." Permission granted for reprint by Ralph Ressler.

CAREER EDUCATION: THE NEW FRONTIER
Book Published 1973

Ralph Ressler
Dade County, Florida, Board of Public Instruction

Charles A. Jones Publishing
Worthington, Ohio

SUGGESTED PROJECTS FOR PROVIDING A COORDINATED SUPERVISED PROGRAM

(Compiled by Hancock County and disseminated by Project EVE of Northwest Educational Cooperative, Arlington Heights, Illinois.)

Those projects suggested for any grade level are:

1. Engage children in discussions that will help them see the dignity and value of work.
2. Encourage children to cut color pictures from magazines of "people at work."
3. Develop projects that show how various careers are related to the seasons of the year.
4. Start a career scrapbook as a class project.
5. Discuss the importance of good mental health in school, on the job, and at home.
6. Give the youngsters a brief look at the glamor jobs--an excellent opportunity to study values in our society as represented by occupational choices.
7. Promote hobby shows as a means of helping children develop interests and assume responsibility.
8. Look for good films and filmstrips that can be shown at various grade levels, which may have some vocational significance.
9. Encourage children who have an interest in art to make attractive posters relative to careers.
10. Develop projects that show the vocations associated with the various holidays.
11. City youngsters may need an opportunity to observe adults at work in jobs characteristic of rural communities, farms, and ranch life.

12. Through a "Junior Career Day," give children an opportunity to become acquainted with individuals in the community from a variety of occupations, including those outside the professions.

13. Safety demonstrations by firemen are always exciting experiences for children and may be a part of the school's safety program.

14. The school nurse, ambulance drivers, firemen, and interns from hospitals may also be a part of a demonstration program.

15. Encourage teachers of various subjects to prepare a large chart of occupations which require skills in their fields.

16. Help children study their leisure-time activities as a basis for interests to develop and to engage in those activities.

17. Teachers may schedule field trips where emphasis will be centered on workers and the types of skills they utilize in performing their jobs.

18. Organize units in the social studies curriculum to show the various ways people in the community make a living.

19. "Mother is a gray lady" and "My sister is a candy-striper" can be programs similar to the one above which children enjoy.

20. Present children with an opportunity to study, write papers, and discuss how the choice of an occupation conditions and influences other aspects of their life.

21. Arrange for demonstrations of various types of activities performed in different jobs.

22. Another topic which can be assigned to students, written or oral, is: "What I would most like to be when I grow up."

23. Study methods and techniques of problem-solving with the youngsters, through class discussions and group guidance.

24. Have children in any room study the occupations of their fathers (and mothers).

25. Encourage parents to visit the school and share information about their jobs with the children.

26. Contact some business men, ministers, policemen, pilots, teachers, sports figures, etc. Assign students to interview them about their jobs, and then report back to the class.

27. Duplicate the above, but arrange for the personalities contacted to permit the students to tape record their interviews.

Those projects especially suited to the intermediate grades include:

28. Use short personality sketches of the people studied in various courses--social studies, English, science, math, music, and art--which emphasize their vocations. Ask students to identify the personalities through their vocations.

29. When the children are at the theme-writing stage, permit them to write papers on such subjects as: "Some jobs I think I would like" or "When I gro up I would like to be a ___________."

30. Assign students the task of writing letters to successful people in the community and nation, asking them to tell about their vocations, why they selected them, and the qualities which they think are necessary for success in the chosen fields.

31. Conduct occupational exhibits in connection with science fair contests and exhibitions.

32. Encourage students to take tests that will help them understand their interests, abilities, aptitudes, and educational, socio-economic background.

33. Present materials and information about what is important in career choice and selection.

34. As the children study various assignments in English, history, science, music, art, and other fields, encourage them to identify the occupations of the various authorities or characters in the fields they are studying.

35. Develop a unit to assist the children, to explore their interests, and discover the relationship of particular interests to various vocational patterns.

36. Organize a unit that will help them orient themselves to the vocational developmental tasks which they will face in junior high school.

37. Present children an opportunity to explore the contributions which various clubs and extra-class activities in the community can make to children's knowledge about vocations.

38. Students may be encouraged to study individuals who have made a success in more than one occupation.

39. Encourage the children to develop a newspaper in which they can list occupations.

40. Provide children an opportunity to study unusual and little-known occupations.

41. Encourage the children to prepare their own personalized vocational notebook.

42. "My daddy belongs to the Rotary Club (Lions, Kiwanis, etc.)." This is an opportunity to discuss the vocational classifications in the structure and purposes of civic clubs.

43. "My mother belongs to the (one of the women's clubs)." This can be companion to the men's organization.

44. Have the students write short papers on "The thing I do best."

45. Develop a unit to heighten the children's awareness level of the importance of building a good background during the elementary school years, as preparation for the balance of their educational careers.

46. "My daddy belongs to the union" and My brother is an apprenticeship student," can be the basis for a discussion.

47. Devise games in the nature of the old-fashioned "spelldown" to acquaint the student with some occupations.

48. Develop a unit on the importance of education to career choice that can move progressively through the grades.

49. Permit students to discuss how they can utilize their vacation periods to get better acquainted with various occupations.

50. In social studies units, guide the children in a discussion of how different personality factors and traits are related to different vocational selections.

51. Discuss with the children the importance of individual differences, interests, abilities, and aptitudes. This project is related to the developmental task concept.

52. Jobs in the various government agencies may be used as a unit topic.

53. Provide girls in the various elementary school classes special opportunities to study occupations other than the three traditional occupations for women (nursing, teaching, and secretarial work).

54. Assign the children the task of writing answers.

55. Have the students make a survey of the various types of jobs which exist in their community.

Those projects especially suited to the primary level are:

56. Prepare a color book showing people and situations in various types of jobs.

57. Permit children to engage in role-play involving various types of jobs.

58. Read stories with career background to children.

59. Present children with an opportunity to visit a state or national employment agency.